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## Differentiation of Curricula Between the Sexes

*Equality Does Not Demand Identity, but Is Compatible with Proper Differentiation. Facile Generalizations About Mental Differences Not Clearly Proved. Let Boys and Girls Have Large Choice of Studies, and Teachers a Wide Latitude*

From the Report of THE CONSULTATIVE COMMITTEE  
 Submitted to the British Board of Education

THE EDUCATION of girls and women has passed through two stages, and is, perhaps, now entering on a third. Down to 1850, and even later, it was assumed that the education of girls must be different from that of boys, because they belonged to what was regarded as the weaker (or, in a more euphemistic phrase, the gentler) sex. This was the stage of difference based on inequality; it was the stage of feminine accomplishments; it was also the stage of educational inefficiency. During the next stage, which is perhaps drawing to a close, the cause of efficiency was identified with that of equality, and, in the name of both, educational reformers claim, and sought to secure, that there should be no difference between the education of girls and that of boys. This was the stage of identity based on equality; it was marked, in many respects, by a great advance in efficiency; but if new strength was gained, old and delicate graces were perhaps lost, and the individuality of womanhood was in some respects sacrificed on the austere altar of sex equality.

We may now be entering on a third stage, in which we can afford to recognize that equality does not demand identity, but is compatible with and even depends upon a system of differentiation under which either sex seeks to multiply at a rich interest its own peculiar talents. Dissimilars are not necessarily unequals, and it is possible to conceive an equality of the sexes which is all the truer and richer because it is founded on mutual recognition of differences and the equal cultivation of different capacities. In such a stage there might again be difference, but there would still be equality, and in it we might preserve what was good while discarding what was bad in either of the previous stages. But this third stage, if it should be one of a ready recognition of differences, whenever and wherever they exist, must also be

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## Door of Educational Hope Opened to Thousands

*Extension Service Makes Advantages of Higher Education Available to Every Citizen. All Classes of Institutions Offer Extra Mural Instruction. State Departments of Education Render Like Service. Forms of Teaching to Suit All Conditions*

By CHARLES G. MAPHIS  
 President National University Extension Association

UNIVERSITY EXTENSION is the organized and systematic effort to bring some of the advantages for culture and instruction offered within the university to people who are not enrolled as resident students, and thus to make the campus of the university as wide as a State itself. It renders the resources of the university's faculty, libraries, laboratories, and shops available to the largest possible number of individuals and communities, by carrying them out into the State. A university should not only discover truth, but disseminate truth, and university extension, therefore, is an attempt to bring the university to those who can not go to it.

This is especially true of a State university, supported as it is by the taxes of all the people; it is under moral and business obligation to render service to each citizen and to the State. It fulfills this obligation in a measure by educating in residence young men and women and sending them back into their home communities with a broader outlook, a more intelligent comprehension of the problems of life, expert knowledge or acquired skill through professional training, and especially the inspiration, ambition, and ability for unselfish service as citizens of the Commonwealth.

But there exists in every community a considerable class of persons who have capacity, leisure, and ambition and who have claim upon the State for educational opportunities other than the formal instruction given within the walls of institutions.

Through different forms of extension service the university can and does open the door of educational hope to thousands of such citizens who can not attend school. Its constant aim is to make the university the center of every movement which concerns the interests of the State and to give every man a chance to get the highest education possible at the smallest

This is an abridgement of Bureau of Education Bulletin, 1923, No. 24, "Educational Extension," which is now in press.

practicable cost—to bring the university and the home in closer touch, to carry the university to every city, town, and country community and into every school and every home, reaching out a helpful hand to every citizen.

University extension enables anyone, young or old, to broaden his knowledge, to extend his vision, to fit himself for new duties, to keep up with improvements and discoveries, and to keep in touch with the best thought of the times. It has passed the experimental stage and is now a recognized department in practically every State institution and in many colleges under private control. It is one phase of the general tendency to democratize education.

#### *True Function of a Public Service Corporation*

Through extension work the resources of the university become more available to the citizens of the State. In a very true and broad sense it makes the institution fulfill its true function of a public-service corporation, responding to the call for aid, whether from the public elementary schools or secondary schools, for the improvement of public health, for civic betterment, or for the betterment of economic or industrial conditions.

The university has two important functions: To give instruction to resident students in the cultural, professional, and vocational branches of higher education, and to promote research and investigation in the important fields of human interest and experience. An extension division has three functions: To carry as far as possible to extramural students the advantages for culture and instruction offered in residence; to disseminate the valuable knowledge obtained from research and investigation; and, finally, in addition to these two correlative functions, to serve as a co-operative bureau or clearing house through which many educational and public service resources outside of the university may be made available for effective public use.

#### *History Covers Nearly Forty Years*

University extension in some form has been carried on since the inauguration of Chautauqua University in 1885. The University of Wisconsin, the pioneer State institution in this field, took up the work in 1892. It was not until 1906, however, that Wisconsin organized its university extension division on its present basis as an extramural college with a dean and separate faculty.

Between 1906 and 1913, inclusive, 28 institutions organized university extension, and within those dates 21 other in-

stitutions reorganized. Since 1913, in the past decade, the work has developed so extensively that practically every institution of learning—university, college, normal school, technical school, or professional school, whether private or public—now engages in some form of extension activity.

#### *Proper Duty of Tax-supported Institutions*

Why? Because extension service is the practical application of the principle underlying all tax-supported educational institutions from the elementary school to the State university.

Justification for the maintenance of schools, colleges, and universities from public moneys is contained in the general welfare clauses of our National and State constitutions. The justification for the expenditure of public funds derived from taxation by the State for universal education is the fact now recognized by all commonwealths that education produces better citizens and that a properly trained citizen is generally an asset and an illiterate or untrained citizen is generally a liability in a community. Thomas Jefferson declared with fervor that "no other foundation can be devised for the preservation of freedom and happiness than the diffusion of knowledge among the people. If a people expects to be ignorant and free in a state of civilization, it expects what never was and never will be. Preach a crusade against ignorance!"

On this principle the United States through its several States has entered upon the most gigantic educational task undertaken by any nation, namely: To provide at public expense educational opportunity for "all the children of all the people," from the kindergarten and elementary school through the university.

#### *Bare Elements of Education Not Enough*

The program of universal education upon which the United States has entered contemplated originally only the education of our youth, on the assumption that the schools provide sufficient education of the proper character to satisfy the requirements of good citizenship. This has proven not to be the case. A very large proportion of pupils of the elementary school drop out at the end of the fifth year with only the bare elements of an education and a fair use of the tools of knowledge, and increasing numbers are eliminated in each grade after the fifth up through the high school.

Although the growth in enrollment in the secondary schools is one of the out-

standing features of educational development in the past decade, still only about 6 per cent of high-school pupils graduate and only about 2 per cent go to college. This condition has brought about a low average of training supplied by the schools, and it is charged that we are training a sixth-grade citizenship in the United States.

The slogan, "Educate all the children of all the people" is rapidly being broadened to "Educate all the people"—boys, girls, men, and women of all ages and conditions and occupations. This is what educational extension is undertaking to do. Although millions are now reached, it has only fairly begun its supreme task. To fit every man and woman for his or her job, thereby making a better economic and social asset for the State, is the goal.

#### *National University Extension Association*

To establish an official and authorized organization through which colleges and universities and individuals engaged in educational extension work may confer for their mutual advantage and for the development and promotion of the best ideas, methods, and standards for the interpretation and dissemination of the accumulated knowledge of the race to all who desire to share its benefits, the National University Extension Association was formed in 1915, with a membership of 22 colleges and universities.

Consistent with its purpose, the membership in the association is limited to colleges and universities of known and recognized standing whose sole aim is educational service. Institutions conducted for financial gain or profit are not eligible for membership.

This association has done valuable work in attaining the aims set forth in its constitution by fostering a closer relationship and better acquaintance between member institutions, by adopting more uniform practices and methods, and by setting up proper ideals and standards for the many institutions of various ranks which in the past few years have organized extension work. It has been instrumental in creating a more sympathetic attitude toward extension work on the part of regular members of the faculties of institutions, because of a better acquaintance with it.

#### *Standardization Is the Aim*

Recommendations have been adopted with a view to standardizing the character and content of courses, conditions of admission, time allotted for extension class work, examinations, instruction, credits, and records.

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# Massachusetts Survey of Higher Education

*Report of Facts in Hands of Commission. Especial Consideration to Establishment of State University. Excellent Field for Junior Colleges. State Scholarship Plan Apparently Not Practicable*

By GEORGE F. ZOOK

*Specialist in Higher Education, Bureau of Education*

MASSACHUSETTS has a wealth of universities and colleges scarcely equaled in any other State in the Union. But are there enough to take care adequately and properly of all the graduates of high schools in Massachusetts who are able and anxious to continue their education? If not, what further facilities are needed and how are they to be provided? These are the questions which a special commission on technical and higher education appointed last summer by Gov. Channing Cox asked to consider and solve.

Inasmuch as the commission is composed of busy men who realized that the problem was so large and complex as to require the greatest possible amount of study and analysis, the commission turned to the United States Bureau of Education for assistance. Instead of suggesting the appointment of a commission of educators to undertake the survey and make recommendations on the basis of the facts secured, as has usually been done in the past, the bureau decided to detail Dr. George F. Zook, specialist in higher education, to direct the survey, which was to be on a fact-finding basis, leaving the local commission appointed by the governor to study the report and make such recommendations as seemed wise to the members of this commission.

## *Able Men Undertake Special Investigations*

In the conduct of the survey Doctor Zook has had the assistance of a number of well-known educators, who have undertaken special investigations as follows:

Dr. Hollis Godfrey, chairman of the board and president of the Engineering-Economics Foundation, research.

A. A. Potter, dean of the engineering school, Purdue University, engineering education and research.

Dr. Helen B. Thompson, dean of the division of home economics, Kansas State Agricultural College, higher education for young women.

Dr. Frederick B. Robinson, dean of the school of business and civic administration, College of the City of New York,

education in commerce and business administration.

Dr. Clyde Furst, secretary of the Carnegie Foundation for the Advancement of Teaching, matriculation records of entering students and entrance practices at Massachusetts universities and colleges.

Dr. Stephen S. Colvin, professor of education, Columbia University, intelligence tests of seniors in selected public high schools.

Dr. George E. Myers, professor of vocational education, University of Michigan, technical education below engineering grade.

W. R. Hart, professor of education, Massachusetts Agricultural College, history of State support of higher education.

J. C. Christensen, assistant secretary and purchasing agent, University of Michigan, the estimated cost of a State university in Massachusetts.

Dr. L. E. Blanch, specialist in charge of land-grant college statistics, United States Bureau of Education, elementary and secondary education in Massachusetts and the training of secondary school teachers.

## *To Formulate Policy Toward Higher Education*

According to the terms of the resolution authorizing the investigation the commission is directed "to inquire into and report upon the opportunities and provisions for technical and higher education within the Commonwealth, and the need of supplementing the same and the methods of doing so and whether said methods should include the establishment of a State university, or further cooperation on the part of the Commonwealth with existing institutions, or otherwise."

A large amount of information bearing on the situation has been placed before the survey commission, which is now engaged in studying the fact-finding report. There has been insufficient time, however, for the commission to formulate conclusions and recommendations during the present session of the legislature. Accordingly permission has been secured to postpone the date of submit-

ting the report until the end of the current calendar year.

Some of the general facts relating to the survey may be summarized as follows: In the first place the tremendous increase in students at colleges and universities all over the country has been shared in Massachusetts. Regular full-time students increased from 20,164 in 1916 to 27,746 in 1922, or 37.2 per cent. In Massachusetts, however, an unusually large proportion of these students come from without the State. In 1921, 50.6 per cent of the students registered at Massachusetts colleges and universities resided in other States. Statistics for the same year show that Massachusetts stands only twenty-first in the Union in the proportion of its population from 19 to 23 years of age which is in college. It is assumed that the large foreign population has considerable influence on the proportion of young people who go to college. Some of the school superintendents and high-school principals, however, assert rather vigorously that the nature of the college entrance requirements and the high rates of tuition also affect the situation.

## *Relatively Few Girls Attend College*

It seems clear that young men graduating from the public high schools are much more likely to go to college than the young women. Last autumn 32.5 per cent of the young men graduating in June, 1922, entered college, as against only 10.9 per cent of the young women. On the other hand, 12.1 per cent of the girls went to normal schools, as against 1.6 per cent of the boys. Girls also went in much larger proportions to business colleges and other schools.

In this connection it is interesting to note that according to an intelligence test given to 3,333 high school students who will graduate this spring, 36 per cent of the boys appeared to be good college material, as against only 22 per cent of the girls. However, the girls who planned to go to college appeared to be fully the equal of the boys in mental ability.

## *Capable Girls Seem to Avoid Normal Schools*

On the other hand, the students, most of them young women, who planned to go to normal schools were, according to the results of the tests, not only of lower average mental ability than those who expected to enter college but also lower than the general average of those who did not expect to continue their education at all.

The results of the mental tests are undoubtedly very significant. They indicate that the teacher training institu-

tions are not on the average obtaining as capable students as the colleges and universities. It also seems clear that there are a considerable number of students of superior ability who for one reason or another do not expect to continue their education anywhere.

#### *Tests Do not Measure Character*

It should be pointed out, however, that the tests are not intended primarily to measure any other mental ability than that of doing successful work in college. It is also assumed that qualities of determination, honesty, application, and perseverance may overcome a considerable proportion of the handicap of lower mental ability. Such characteristics are found among young women perhaps even to a greater extent than among young men. Moreover, a greater proportion of young women graduate from high school than young men—a situation which would naturally tend to lower the average grades made by the young women.

Some of the colleges in Massachusetts serve the residents of the State primarily, while others are national institutions in all but name. Boston College leads with 96.5 per cent of its student body from Massachusetts; Northeastern University, 93 per cent; Massachusetts Agricultural College, 85.8 per cent; Boston University, 80.7 per cent. The higher institutions which draw the smallest percentage of students from Massachusetts are: Williams College, 17.4 per cent; Wellesley College, 17.9 per cent; Smith College, 21.1 per cent; Amherst College, 23.4 per cent; Mount Holyoke College, 26.5 per cent; and Harvard University, 38.6.

#### *Harvard Draws Largely from Public Schools*

Certain of the colleges draw their Massachusetts students primarily from the private secondary schools, as, for example, Smith College, 63.4 per cent; Williams College, 62.5 per cent; and Boston College, 57.8 per cent. Harvard University drew 60.8 per cent of its Massachusetts students who entered in the autumn of 1922 from the public high schools.

At all of the Massachusetts colleges and universities, except Boston College, the rate of tuition has increased since 1916. The general average for tuition in liberal arts and sciences has increased from \$141.67 to \$218.03, or 53.9 per cent. In general, tuition for technical and professional curricula have not advanced quite so much.

Notwithstanding this situation the proportion of income secured by the institutions from tuition fees has not been increased. Moreover, the total amount of money distributed annually by the

colleges to needy and worthy students is impressive in size. In 1921-22 the amount was \$726,361. Also, on account of the short distances in Massachusetts and the unusually good transportation facilities, a large proportion of the students who attend college can live at home while doing so if they wish.

The survey commission was directed specifically to consider two methods of supplementing the present provisions for technical and higher education in the Commonwealth; namely, "the establishment of a State university, or further cooperation with existing institutions."

#### *State Scholarships Seem Unconstitutional*

It seems clear that the latter method refers to the possible establishment in Massachusetts of a system of State scholarships such as now obtains in New York State. In view, however, of the provision in the State constitution popularly known as the "anti-aid" clause, there was considerable doubt as to whether such a system of State scholarships would be constitutional. This clause declares that the State shall not make any grants or appropriations of money "for the purpose of founding, maintaining, or aiding any school or institution of learning \* \* \* which is not publicly owned and under the exclusive control \* \* \* of public officers or public agents authorized by the Commonwealth or Federal authority, or both."

A digest of the New York plan of State scholarships was sent to the attorney general in Massachusetts with a request for an opinion as to whether a similar plan would be contrary to the provisions of the anti-aid clause in the Massachusetts constitution.

#### *No Public Expenditure for Private Purpose*

In his reply the attorney general declined to give a positive opinion. He pointed out, however, that "a payment of tuition, whether directly to the private institution or to the scholar under such conditions that in effect it is a payment to the institution, if the effect of it is to aid the institution, would seem to achieve the forbidden result by indirection." On the other hand, if the scholarship payment were made outright to an individual without restriction as to its use to pay tuition in obtaining a college education, a different problem is presented. "It is too well settled to require discussion," said the attorney general, "that public money can not be spent for a private purpose." Therefore, he concluded, "in seeking to avoid the prohibition upon expending public funds in order to aid or maintain col-

leges or universities not under public control, care must be exercised to avoid the prohibition upon giving away public money for a private purpose. To formulate a bill which will avoid both this Scylla and that Charybdis will require no little skill."

#### *Cooperation with Existing Institutions Improbable*

After examining the attorney general's opinion the survey commission decided that it was unlikely a bill establishing a system of State scholarships could be drawn, which would be declared constitutional by the courts of Massachusetts. No other plan of cooperating with existing institutions has as yet been presented except the possibility of taking over certain existing higher institutions under complete State control. Up to this time no institutions have offered themselves to the State and it seems improbable that they will do so.

Accordingly the survey commission has examined other possibilities, including a State university. Uppermost in the discussion of this suggestion has been the cost of such a State university. A careful analysis was made on the basis of a State university enrolling 4,000 students distributed as follows: (1) Arts and science, 1,250; (2) engineering, 600; (3) medicine, 300; (4) law, 250; (5) pharmacy, 150; (6) dentistry, 150; (7) commerce and business, 500; (8) education, 600; (9) graduate school, 200. The medium estimate for buildings and furniture was \$9,975,000. No estimates were made on the cost of land. The medium estimate for equipment was \$1,665,000. The probable annual cost of operation and maintenance was fixed at \$1,970,500, including receipts from student fees. No estimates were included for university extension work or for instruction in agriculture. It was assumed that the expense of conducting the present work of the Massachusetts Agricultural College and the university extension division would have to be added to the annual estimates already mentioned.

#### *Twelve Junior Colleges Would Supply State*

The attention of the survey commission has also been directed to the possibility of establishing a State-wide system of junior colleges. The outstanding features of the plan are that the junior colleges should be supported largely by the State and supervised by the State department of education, but that they should be administered through local school systems. It was shown that by locating 12 of these junior colleges in the chief centers of population, nearly 90 per cent of the population would be within 15 miles of a junior college.



## A London Experiment in Dilution

*"Motherly Women," without Teachers' Certificates, Placed in Schools for Infants After Three Months of Intensive Training. Demand for Dismissal of Married Women from Teaching Staff*

By A LONDON CORRESPONDENT

FOR MANY years—a generation almost—London elementary schools have been staffed exclusively by trained and certificated teachers. The certificate is that awarded by the board of education, and the training that acquired, for the most part, after a two years' college course. In 1904, when the London County Council became the London education authority, the denominational or nonprovided schools were placed on the rate-aided list. Teachers in these schools were put on the London scale of salaries, and trained certificated teachers appointed as vacancies arose. In 1912 there only remained a small residue of untrained and uncertificated teachers from the one-time staffs of non-provided schools. The Council, desirous of being in a position to say that every London teacher was college-trained and certificated, decided to advance loans to this residue in order that they might undergo training—the loans to be repaid by installments from the higher salary which would subsequently be received.

### *Dilution Began as a War Measure*

Two thousand five hundred men teachers in London out of a total of 7,000 enlisted during the war. They were replaced largely by women teachers, whose places, in turn, were filled in girls' and infants' departments by untrained and unqualified women teachers. This dilution was accepted by the teaching profession as a temporary war measure, and it was assumed that the normal practice of appointing only trained and certificated teachers would be resumed when conditions became normal.

Shortly after the end of the war these temporary appointments were terminated, and pre-war staffing conditions reestablished. Strenuous efforts were made to increase the recruitment of teachers both by the board of education and the London County Council. The Burnham scales of salary and the act of Parliament establishing a noncontributory pension scheme played their part in overcoming a dearth of qualified teachers.

The war released many emotions. The enfranchisement of women stimulated the demand for equal pay, the returned soldier teachers, in particular, clam-

ored for a scale of salary commensurate with family responsibilities.

The cleavage between many men and women teachers, which began with the pre-war "suffragette" agitation, was accentuated. The National Union of Teachers and its local affiliation, the London Teachers' Association, retained the moderates; the National Union of Women Teachers, on the one hand, and the National Association of Schoolmasters, on the other, recruited the intransigents, most of whom are largely occupied in mutual recriminations, or, alternatively, in attacking the National Union, which, turn and turn about, stridently assails its opponents. Great harm, in fact, is being done to education in this country by the intemperate enthusiasm of partisan unions.

### *Experiment Suggested By Board of Education*

The Geddes axe [i. e., a report recommending radical economies] struck, therefore, at a profession divided by internal discord. The London County Council, at the instigation of the National Board of Education, decided to appoint a number of "motherly women" for classes of infants under 5. These motherly women were to have three months' intensive training, with a retaining wage of 1 guinea a week, and then were to receive a salary of £110, rising by annual increments to £155 a year, as compared with an average salary of £305 paid to certificated women assistant teachers in London. They would be discharged after seven years' service. The experiment was confined, in the first instance, to 100 women to be designated "infants' assistants." There are in the London schools about 100,000 children under 6, and these are taught by 2,000 fully certificated teachers.

The teaching profession has protested vehemently against the experiment, but to no purpose, the London head mistresses who, at the instigation of their union, declined at first to receive the infants' assistants, being "persuaded" by official action to do so. Generally speaking, popular opinion supports the action of the London County Council, particularly as most of the other education authorities are employing, and always have employed without protest, unqualified teachers in infants' schools, and

advertisements for such teachers constantly appear in the teachers' organs; in fact, there are 13,000 uncertificated teachers in other parts of England.

It has been freely stated that many trained teachers would be unable to find posts on leaving college. A demand now has arisen, in consequence, for the dismissal of married women teachers. Some authorities are already acting upon this, and London is contemplating requiring that, in the future, women teachers shall resign on marriage. There are in London 14,020 women teachers, of whom 3,777, or 26 per cent, are married. The teachers are vigorously protesting against the dismissal of married teachers.

### *Conditions Better than Before the War*

The London scale of salaries, which is now being reviewed, provides a maximum of £340 a year for women certificated teachers and £440 for men. Five per cent has already been deducted for superannuation and an additional 5 per cent has been voluntarily surrendered at the instigation of the authorities' representatives on the Burnham committee. This will leave the maximum salary for women and men teachers in London respectively at £300 and £400 a year, as compared with the pre-war maxima of £150 and £200. To this post-war improvement must be added the far-reaching superannuation scheme which has been placed upon the statute book. The Geddes committee estimated that this scheme would ultimately cost the taxpayer £12,000,000 a year, of which £2,000,000 will now be recovered by the 5 per cent contribution. It is noteworthy that the officials of the London County Council, unlike civil servants, pay a varying percentage on their income for superannuation purposes. When their scheme was reviewed some time ago, their staff association inclined to the opinion that a contributory scheme was, on the whole, to be preferred to a non-contributory scheme. Teachers can complain of breaches of faith—if it is admissible that Parliament has no sovereign right to alter previous legislation—but women teachers at least are undoubtedly much better off to-day than they had reason to hope for in 1914.

A million dollars in 10 installments will be paid to teachers' college, Columbia University, by the International Education Board, which was recently founded by John D. Rockefeller, jr. This fund is to be used in the furtherance of work with students from foreign countries who are studying at teachers' college and in the study of educational problems in the countries from which they came.

## All-Year Schools Have Many Advantages

*Developed from Summer Sessions, and Follow Plan of University of Chicago. Ten Cities Have Adopted Plan*

By BERTHA Y. HEBB

*City Schools Division, Bureau of Education*

WHAT shall we do with the children in summer? Is a question that is puzzling school officials, parents, and all others who are interested in the welfare of children. As a partial solution of the problem many cities have established municipal playgrounds. These playgrounds, as recreational and health-giving agencies and as preventives of juvenile crime, are of inestimable value. To give wholesome occupation to other children during the summer vacation, some cities have established summer-school sessions about six weeks in length, where pupils can make up work or skip a grade. As a development of the summer-school session, certain cities have established all-year schools. These schools are open 48 weeks in the year, with a week of vacation at Christmas, a week at Easter, and two weeks in summer. Under this plan, in both summer and winter, the children's time is divided among the schoolroom, the playground, and the school shops. Substitution of short vacations for the traditional long vacation eliminates much educational waste.

### *Children Better off in School*

From the hygienic point of view the children are better off in the large and pleasant classrooms, upon the school playgrounds, and in the school shops than in the streets, or sometimes even than in their own homes. School physicians and nurses in Newark, N. J., declare that the children attending the all-year school are in better condition at the beginning of the fall term than those children who have remained in the city without attending school. Many of the children who have been at school all summer are found to have as good health as children who have been at the seashore.

Children who must leave school at an early age to go to work find the all-year school of great value, for the additional sessions permit them to complete more grades in the few years they spend in school than they can complete under the ordinary plan. Since it has been estimated by the United States Bureau of Education that two-thirds of the children entering the first grade of our schools leave before they reach the high

school, it is clear that large numbers of children would be benefited by the opportunity to finish more of the course during the years they remain at school.

The all-year school is economical, for it endeavors to give the taxpayer the equivalent of every dollar that he puts into it. It keeps the large and costly schoolhouse in use the whole year, including the summer, when heat and light are not required. Since many children complete the course sooner in the all-year school than in the ordinary school, classroom space is released, and the school can serve more pupils. The value of this is apparent owing to the great shortage of school buildings throughout the country. In 1920-21, according to reports received by the United States Bureau of Education from 859 cities, there was a shortage of 507,524 sittings for school children. To add to the shortage, the number of children is increasing at the rate of about 300,000 a year.

### *Schools Formerly in Session Almost Continuously*

In the time of our forefathers nearly all the schools in the larger cities were in session virtually the whole year around. In 1840 the length of the school term in some of our larger cities was: New York City, 49 weeks; Chicago, 48 weeks, Brooklyn, Baltimore, and Cincinnati, 11 months; Buffalo, 12 months; Detroit, 259 days; and Boston, Philadelphia, and Washington nearly as long.

Many progressive cities and towns have returned to the all-year school calendar. Among these cities are Albuquerque, N. Mex.; Amarillo, Tex.; Ardmore, Okla.; Bluffton, Ind.; Eveleth, Minn.; Gary, Ind.; Mason City, Iowa; Newark, N. J.; Omaha, Nebr. (High School of Commerce); and Tulsa, Okla. The all-year plan has recently been approved by the school board of Nashville, Tenn., but owing to lack of funds its adoption is in abeyance.

The first all-year school in Newark was established in 1912. Ten years later these schools had increased to 15, including 8 elementary schools, 1 junior and 1 senior high school, and 5 schools for vocational and other special classes. Nearly 13,000 pupils were enrolled in these all-year schools in the summer of 1922, including 10,281 in elementary schools, 2,018 in junior and senior high schools, and 541 in schools for special classes.

One of the best arguments in favor of the all-year plan is the success of summer sessions, and nearly every progressive city in the United States now opens its schools for about six weeks each summer. In 1917, summer sessions were held for high-school pupils in 109

## Psychiatric Tests for Troublesome Girls

*Carefully Systematized Examination of Disciplinary Cases in New York City High School. Satisfactory Adjustments*

GIRLS who are troublesome discipline cases, or are apparently of low mentality, or appear to be in poor physical and mental condition, are studied carefully at the Washington Irving High School, New York City. A woman physician receives from the office of the general advisers a statement of the conditions surrounding each girl, not only the special difficulty requiring investigation, but a record of school failures, of conduct, attendance, and punctuality, her intelligence quotient, statements from teachers that will tend to give light on the case, and information concerning the girl's home environment and her vocational aim. When the physician is well acquainted with the case she interviews the girl, and gives her a physical and a psychiatric examination. If the girl has not been rated previously as to intelligence, the Terman test is given her by a psychologist before the psychiatric test.

After giving the psychiatric examination the physician makes a detailed report of the case, including the girl's family history, her personal history, her medical history, the results of the physical and the psychiatric examinations, and recommendations for treatment. This report is sent to the office of the general advisers, and efforts are made to follow the recommendations. In some cases the advisers suggest modification of the individual school program; in others they arrange for treatment at a mental clinic, a throat and nose clinic, or a dental clinic. One girl was sent to a convalescent home in the country, and some girls have been put in touch with certain social activities in the school. Of 44 girls examined during the present school year, satisfactory adjustments have been made in 23 cases, resulting in better work and conduct, and better mental and physical conditions. Six girls have been withdrawn from school by their parents. Fifteen cases are still in process of adjustment.

cities, and for elementary school pupils in 211 cities, and many more cities have taken up summer work since then. In Detroit, the superintendent of schools considers the summer sessions a necessary complement of the two-semester system. Last year's summer schools in Detroit enrolled 8,964 pupils in elementary grades and 1,866 in high-school grades, and both groups had more than 90 per cent attendance.



# Organization of Public Instruction in Hawaii

*Department of Public Instruction Dates from 1820. Practically Entire Population Went to School a Hundred Years Ago. Peculiar Relation Between Superintendent and Commissioners*

By VAUGHAN MacCAUGHEY

*Superintendent of Public Instruction for Hawaii*

THE HAWAIIAN Archipelago, for a quarter of a century, has been an integral political part of the United States of America. It was annexed by treaty and is the result neither of conquest nor purchase.

The governor of Hawaii is appointed by the President of the United States and confirmed by the national Senate. Hawaii has a representative legislative body, which has been in existence for half a century. Since annexation, she has had a Delegate in Congress, though without vote.

The Territorial government is administered through executive departments, which may or may not have advisory boards. Public health is served, for example, through the Territorial board of health. There is a Territorial board of agriculture and forestry, and several other Territorial boards in connection with executive departments. In addition to these larger working units are a number of special commissions and boards. The industrial or reform schools are under a board of industrial schools. The Lahainaluna School, formerly for the training of Hawaiian Christian ministers, and now an agricultural and trade school, is under a special board. The Territorial Home for the Feeble-Minded is administered by its own board. The University of Hawaii, which has grown in recent years, is under its own board of regents. Many other special commissions and boards might be enumerated.

## *Well Organized County Government*

In addition to the Territorial government, there is a fairly highly organized system of county government. Each county has its board of supervisors, which conducts the usual duties of county and municipal boards.

The department of public instruction is one of the oldest activities of the government. Its early history dates back to the days of the New English missionaries, who arrived in 1820, and who initiated the era of public education.

A printing press was set up in 1822. Before the end of 1824, 2,000 native Hawaiians had learned to read. Under the mandates of the native chiefs a remarkable system of schools was established. The people were commanded to

assemble at certain places for instruction, and between 1824 and 1827, practically the entire adult population went to school. This phenomenon is probably unparalleled in the history of any people.

In 1832 schools began to be opened for the Hawaiian children and these gradually took the place of the schools for adults.

In 1836 there were probably 15,000 pupils in the public schools. Among the notable schools established during this and the immediate subsequent periods were—Oahu Charity School, Lahaina-luna Seminary, Punahou Academy, Hilo Boarding School, Royal Boarding School.

The public-school system was organized as a department of monarchical government in 1845, at which time Mr. William Richards was appointed minister of public instruction. He was succeeded by the Rev. Richard Armstrong, who was an ardent disciple and admirer of Horace Mann, and father of Gen. Samuel Chapman Armstrong, founder of Hampton Institute.

## *Superintendents Were Able Men*

In 1855 the department was reorganized but Mr. Armstrong continued as president of the board of education until his death in 1860. During the next 40 years the presiding office of the bureau of public instruction was filled by an impressive series of distinguished men, whose names and deeds bulk large in Hawaiian history.

Upon annexation in 1900 the department was reorganized and the minister of public instruction became superintendent of public instruction. In more recent years the old office of inspector general has been abolished. At the present time the department comprises a superintendent and six commissioners, all appointed by the governor, the former for a period of four years and the latter for terms of two years.

The Territorial law explicitly provides that "no person in holy orders or a minister of religion shall be eligible as a commissioner." Women shall be eligible to be appointed as commissioners; provided, however, that not more than three shall hold commissions at any one time. It is required that two of the commissioners shall be residents of the county

of Hawaii, two of the county of Oahu, one for the county of Maui, and one for the county of Kauai.

The service is purely honorary and there are no salaries or stipends of any sort. Travelling expenses are allowed only to cover actual expenses and are paid on approved vouchers. It is an eloquent testimony of the good citizenship and idealism of Hawaii that service on this board has always attracted men and women with high intellectual, business, and civic qualifications.

Inasmuch as the commissioners and the superintendent are appointed directly by the governor, and responsible to him, the situation is unique and without parallel on the mainland. The law nowhere clearly defines the relationship which shall exist between the superintendent and the commissioners.

## *Important Functions of Supervising Principals*

Next in importance is the group of supervising principals. These correspond in number and geographical distribution to the commissioners and, in many respects, function as do district or county superintendents on the mainland. They are appointed, however, by the department, and are directly responsible to the department. In each county or district the commissioner represents sound public opinion and the supervising principal represents technical educational knowledge and the details of administration.

Six years ago, owing to the rapid development of industrial education, and to the fact that the supervising principals were not qualified to handle this type of work, the position of industrial supervisor was created. The industrial supervisor, one for each island, has general charge of the program of industrial education on his island.

The county boards of supervisors are responsible for the expenditures covering erection of new school buildings, teachers' cottages, repairs, upkeep, equipment, etc. These expenditures are from appropriations made by the territorial legislature, upon a budget submitted by the department jointly with the chairmen of the boards of supervisors. This division of authority between the territorial department and county boards is cumbersome and fraught with many obvious difficulties. The Federal School Survey Commission, in 1920, in Bureau of Education Bulletin, 1920, No. 16, recommended such reorganization as would secure "unity of action, definiteness of responsibility, and promptness in execution."

Hawaii's public-school organization presents many contrasts with mainland States and communities, and its territorial department is unique in many of its features.

## Meeting of the International Kindergarten Union

*Program Shows Good Balance Between Practical Topics and Those of Educational Interest. New Officers Elected*

By NINA C. VANDEWALKER

THE PITTSBURGH meeting of the International Kindergarten Union, April 16-20, was a very successful one. The attendance of over 1,000 represented 26 States. A new appreciation of the kindergarten on the part of the school was seen in the fact that several of the delegates were primary teachers who were sent by the local grade teachers' associations, with their expenses paid. Two primary teachers were on the program of one of the groups.

The program showed a good balance between practical topics and those of general educational interest. Visits to the kindergartens and conferences were provided to meet the practical needs of the several groups. The general addresses were of a high order. Some of the speakers were new to kindergarten audiences. Among these was Angelo Patri, of New York City. He was introduced as the best-known and most-loved school principal in the United States. His address on "Aspects of child growth" was marked by the same deep insight into the needs of the developing child that his writings show, and was greatly appreciated. Dr. William Root, of the University of Pittsburgh, brought a new message concerning the kindergarten. He showed it to be economically justified, but to have ample justification aside from this in the building up of children's intelligence and the satisfying of their emotional needs during the early years. Dr. Bird Baldwin, of the University of Iowa, gave the latest word in curriculum making in his illustrated address on "Measuring childhood," by showing that children have a mental and physical age as well as a chronological one, all of which must be considered in adjusting the curriculum to the child's needs. Other addresses that were of special value were those by Doctor Earhart, supervisor of music in Pittsburgh, on "Music in the kindergartens" and the one on "Standards in early elementary education," by Dr. Frederick G. Bonser, of Teachers' College, Columbia University. That those by Miss Lucy Wheelock and Prof. Patty S. Hill were appreciated goes without saying.

The following three new officers were elected, the other three holding over: President, Miss Ella Ruth Boyce, supervisor of kindergartens, Pittsburgh; sec-

ond vice president, Barbara Greenwood, southern branch, University of California, Los Angeles; auditor, Allene Seaton, special supervisor of kindergartens, Louisville, Ky. The place of meeting for 1924 is Minneapolis, Minn.

The meeting closed with a symposium supper. At this the progress of the kindergarten since a former meeting in 1903 was pointed out.



## Essential Part of Rural School Equipment

In all parts of the country the library is receiving increasing recognition as an essential part of the equipment of the rural school, according to Rural Schools News Letter No. 3, issued by the United States Bureau of Education. The Maine State Library is rendering good service by sending out traveling libraries to rural schools, and also by encouraging the schools to have permanent libraries whenever possible. The traveling libraries each comprise 50 volumes, and are sent to schools for six months' use on payment of \$2.50. The books are selected for various grades of pupils and for professional reading by teachers. The demand for this service has greatly increased lately, and the legislature has appropriated \$20,000 for the work.

The Chazy central rural school in New York has a rural school library. There is a reading room equipped with professional books for the teachers, a reference collection for upper grade and high-school use, current periodicals, and a carefully selected elementary library. Slides, pictures, and clippings are also at hand. Instruction is given in the use of books and libraries. In Virginia more than 1,400 school libraries have been established within the past four and a half years. Forty dollars is spent on each of these libraries. The local school board appropriates \$15, the community \$15, and the State \$10.



To assist needy students of music, to aid schools and colleges where music is taught, to encourage the organization of movements for the advancement of music, and otherwise to promote the study of music, the Juilliard Musical Foundation, established under the will of Augustus D. Juilliard, of New York, is spending the income from more than \$10,000,000.



Both the King James and Douay versions of the Bible have been used in preparing a pamphlet containing selections for daily reading of Scripture in the public schools of Syracuse, N. Y.

## Academic Subjects in High-School "Meet"

*Colorado Western State College Holds Contests for Representatives of High Schools. Scholarships and Medals Awarded*

A CONTEST in scholarship on the principle of a track meet will be held for Colorado high schools on May 11 by Western State College, Gunnison, Colo. A cup will be given the school winning the most points and medals to individual point winners. The two senior students receiving the greatest number of points will be given college scholarships.

Seven "events" are on the program: First-year algebra, first-year Latin, American history and civics, physics, typewriting, correct English, and general information. Points and medals will be awarded according to the usual procedure in track meets, five points for first place, three points for second place, and one point for third place. The team representing a school may consist of from one to seven students. A student may represent his school in more than one of the tests.

The general information test will be based on information in algebra, geometry, Latin, French, Spanish, Chemistry, physics, biology, geography, agriculture, business, manual training, English literature, home economics, general and American history, music, drawing, and current events. It is not expected that any one student will have had all these subjects; but the examination will include facts from all, to balance differences in the training of different students. One, two, or three students may be entered by a school for the general information test. If two or three students are entered, they will act as a relay team, but one of each team may be a student who has not taken the other tests.

The examination in correct English is open to students of any of the high-school grades. The writing of rules will not be called for, but the contestants will be expected to demonstrate that they can use correct and forceful English, capitalizing and punctuating correctly. A short news story will be written, the facts for which will be furnished at the time of the examination.

The examinations will be prepared upon the pattern of the standard tests, and will be short; all of them will be given on the same day. According to the announcement, no contestant need fear that the affair will be the occasion of excessive nervous strain or even of very much writing. The cup, medals, and scholarships will be presented on the evening of the day of the contest, in connection with a concert by the college music department for the visiting teams.



## Practical Physical Education Program

*Forty-five Minutes a Day for Physical Education in the Ashland School, St. Louis. Team Captains Are Pupils*

By DOROTHY HUTCHINSON

EVERY teacher specializes in some department of school work in the Ashland School and certain teachers who are interested in the field of physical education have chosen to devote their time to health instruction and supervision of physical welfare.

There are seven periods in the school day, and each class from the second through the eighth grade has one period of 45 minutes for physical education for each of the five school days in the week. The school is provided with basement playrooms and large outdoor playgrounds. The boys and girls are separated for this work and have separate playrooms and outdoor playgrounds.

In the physical education activities as in the other educational activities three boys and girls are selected by the class and teacher as team captains. These leaders are chosen for their personality and efficiency in the subject in hand. They hold office for one term of 20 weeks. The remaining members of the class are organized into three teams, carefully graded according to their ability in the various phases of the physical education program. The teacher and pupils cooperate in this division of the class. One team captain is then placed in charge of each of these groups, or teams, as they are called.

### *Gymnastics, Dancing, and Games*

The class averages from 42 to 45 pupils. Each captain therefore has charge of about 15 children. The 45-minute period allotted to physical education is divided into two periods of approximately 15 minutes and 30 minutes each. The first period of 15 minutes is devoted to formal gymnastics, marching, and rhythmic exercises, with health instruction and health inspection on alternate days. The second period of 30 minutes is devoted to folk dancing and normal games, such as relay races and other athletic activities, and to more highly organized games such as volley ball, dodgeball, long base, basket ball, baseball, etc. The organization for these games is as follows: Three games are decided upon, the class is divided into six teams, two for each game (the teams play a different game on alternate days of the week). As far as possible all these organized games are played out

of doors. In fact, at least one game is always played on the playground unless the weather positively prohibits. In the spring and early fall all the work is carried on out of doors. Each team chooses a name for itself. Each of the three team captains is responsible for one group of two teams.

The rules of the games are also carefully taught to all pupils and any pupil may be called upon to keep score or to referee any game played, at any time.

In the formal work and the dancing each group is lead by the team captain or by some pupil appointed by class leader or captain. The three groups may be called together to work as a united whole whenever the teacher desires to introduce a class exercise.

### *Individual and Group Instruction*

When a new and difficult exercise is to be learned it is taught first to a few of the more skillful pupils of the class in the presence of the entire class. Then each team takes a turn making a brief trial while the others observe critically. In this way they learn through observation, imagination, and participation. Then three or four of the best in each team are given small groups of their own team for individual and group instruction. While this is going on the captains and the teacher are helping and encouraging their appointed leaders. The teacher, from time to time, calls the attention of the whole class and gives a brief bit of class instruction. Great care is taken that no time shall be wasted. Every one in the class is concentrated every minute upon learning or teaching, frequently upon both learning and teaching. If an exercise is long and difficult the teacher divides it into short logical units and teaches one of these units at a time.

### *Ranking of Team Members*

All classes are carefully ranked during the third, sixth, and tenth weeks of each school quarter of 10 weeks. This is done in physical education the same as in arithmetic, reading, history, geography, and other divisions of the school work; and physical education gets one-seventh of the total credit toward the class standing of each pupil.

The seventh week of the quarter is contest week. For this contest two or three pupils who rank lowest in the first team and two or three who rank highest in the second team are selected for one contesting group. Two or three who rank lowest in the second team and the same number who rank highest in the third team make a second contesting group. On three different days during

contest week all contestants are tried out in a variety of athletic skills and games, such as running, jumping, pitching, catching, long throw of light and heavy balls, folk dancing for girls, wrestling for boys, and in as many games as possible. The contestants are judged by the members of their teams and by their teacher. Those ranking the highest in each contesting group are placed in the higher team, those ranking lowest in the lower team.

In the ranking of pupils, if the teacher and the team do not agree as to the team rank of a certain individual, the class and the individual concerned must prove to the teacher that they are right or submit cheerfully to her judgment.

Those classes which desire to organize class teams for organized games may do so after school hours. Senior and junior championships in the various games are conducted in this manner.

According to Mr. Walters, the principal of the school, this plan of class organization has established "a spirit of cooperation, leadership, responsibility, self-restraint, self-direction, and a socialized democratic atmosphere."



## Pupil Transportation in a Colorado County

"Come on, let's go; the school bus is coming!" So say a thousand school children in Rio Grande County, Colo., each school day. Forty-one large and comfortable autobusses do the work and every child is landed at the schoolhouse door on time. Should a "blow-out" or puncture occur and the delay cause the children to be a few minutes late the bus driver must give a good excuse.

During the past school year the four large consolidated districts of the county spent \$53,085.85 for transportation which includes a reasonable amount for depreciation of both busses and tires. The actual cost was approximately \$34,000.

These forty-one busses traveled over 200,000 miles or more than eight times around the world. Twenty-three thousand seven hundred thirty-eight gallons of gasoline were used to run the busses during the school year. To hold this quantity of gasoline it would require a tank about one-third the size of a school room 28 by 30 feet and 12 feet in height. While the entire cost of transportation for a school term or year seems like a great burden upon the taxpayers, when it is divided equally among the children the average daily cost is 30 cents per child. This is approximately what commuters pay who live 12 or 15 miles from the city of Washington, D. C.—J. C. Muerman.

## SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN  
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MAY, 1923

### School Costs Are Sure to Grow

REGARDLESS of all that has been said or may be said by the reactionaries and the pessimists, the fact remains that it is inevitable that our expenditures for schools must increase for many years to come.

Reactions will take place from time to time as a matter of course; the value of the dollar will fluctuate, periods of economic stress will come, and unfavorable local conditions will arise. All these things naturally operate to the detriment of the schools, but they can not be avoided by the reasonable exercise of human foresight, and they will not permanently affect the progress of public education.

The American public school at its best is not yet perfect, to be sure, but it has reached a degree of efficiency that is recognized by all foreign observers and is the pride of the American people. Those who are most enthusiastic in its support are they who know it best and realize its influence upon American life.

The demand that will endure is not for a reduction in the expenses of the most efficient schools, but for an extension of efficient methods to the schools of every community in the land. It may be that in some favored localities the level of expenditure has reached the maximum; it is hard to imagine anything that could be added to the advantages enjoyed by those who attend some of the best schools in such cities as Detroit, Cleveland, St. Louis, and New York. This effective provision, however, is not general, even in the most progressive communities. Survey reports have repeatedly shown that in the greatest cities of the country there are many old buildings in which the conditions are nearly as bad as in antiquated country schools.

The advanced schools of the leading city systems have only shown the way. They have set the standard by which every school in the United States is to be measured. It is not necessary that elaborate structures like the contem-

plated George Washington High School of New York City shall be set up in every community, but such buildings do show how the lives and health of the pupils may be fully safeguarded and how instruction may be facilitated by proper equipment.

The advantages to the pupils of well-constructed buildings and well-rounded curricula are thus made obvious, and with such examples of excellence in view, every progressive American community will strive to the utmost to provide for its own children schools that are equally efficient if not equally expensive.

To say that city school systems have in general made only a good beginning toward complete provision for the education of their children is a very small part of the story. Outside the cities and villages the work has scarcely begun. No one who knows the temper of the American people imagines that the present conditions in the rural schools will long continue. Improvement is bound to come, and that improvement can not be had without expenditure of considerable sums of money. Enough has been done to show how the improvement can be brought about. Weld County, Colo.; Randolph County, Ind.; Wilson County, N. C.; Montgomery County, Ala.; Bernalillo County, N. Mex., and other counties have brought their schools nearly if not fully up to the efficiency of well-organized city schools by means of consolidation of small schools and transportation of pupils to fully-equipped central buildings. Many districts in other counties have done as well on a smaller scale.

It is recognized that in this lies the best means of improvement for country schools, and practically all the States are taking steps in this direction. Unquestionably the movement will progress with growing impetus, and heavy additions to costs may be expected. To build modern consolidated schools to replace primitive buildings, to provide trained teachers, and to purchase and operate motor trucks means to incur expense that is relatively heavy in any particular case; and as the improvement goes on the cost will be very large in the aggregate, for the several States and for the Nation as a whole.

We may as well become reconciled to it. The cities will bring all their schools to the level of the best; the villages will insist upon approximately equal efficiency; and the country districts will provide at least reasonably good schools for their children. It will not all happen immediately, but it is bound to be so.

### Another Popular Campaign Is Indicated

ONCE MORE the Bureau of Education will join the American Legion and the National Education Association in promoting the observance of American Education Week. For this year, however, the time has been changed from the first week in December to the week preceding Thanksgiving; that is, beginning Sunday November 18 and ending Saturday November 24.

In previous years there has been some lack of unity because a few States had previously fixed weeks other than that generally observed, and had gone so far with the arrangements that it was not practicable to change them. It is obviously advantageous for the celebration to be conducted simultaneously all over the country. The efforts of each then reinforce and supplement the efforts of all the others; the effect is cumulative, and the results should be measurably greater. Now that ample notice has been given there is no reason for failure to realize this advantage to its full extent.

There is peculiar need this year for every effort to stimulate popular interest in all that relates to public education. An unmistakable tendency to retrenchment has appeared in certain localities. Some educational institutions have escaped serious disaster only by strenuous effort. There is nothing in the economic condition of the country to demand parsimony in education and school men are justified in resisting it to the utmost. The best means of doing so is to stimulate such popular enthusiasm that no suggestion of curtailment will be considered, and American Education Week vigorously prosecuted with all the power that the educational forces can control is the strongest weapon that is within reach.

### British Thoroughness in Educational Investigation

COMPARATIVELY few educational documents are issued by the British Government, but when one is published it is very likely to be a substantial contribution to the store of educational knowledge.

With us 48 States conduct their schools independently of each other and of the National Government, and even the individual communities enjoy a considerable degree of local independence. It is important, therefore, that each educational manager, wherever he may be, shall know of the achievements of all the



others in order that he, in his discretion, may utilize the experience of his fellows. This condition has produced a great volume of informational literature which is characteristic of America.

The more centralized governments of Europe employ methods which are much more direct. When a change of policy or of practice is desired, it is simply ordered. Explanations and instructions are mere matters of administration; there is no need for "diffusing educational information" in the American fashion, and naturally there is little of it.

Elaborate investigations of important subjects are made from time to time, however, and when they are undertaken no effort is spared to make them exhaustive. The report which was recently issued on "Differentiation of Curriculum for Boys and Girls, Respectively, in Secondary Schools" is an excellent example of the representative type of British educational publications, although the report is distinctly less voluminous than others of similar character have been.

The investigation reported was the work of a "consultative committee" constituted by an Order in Council in 1920. It consisted of 21 members and included such personages as the vice chancellor of Sheffield University, as chairman; the vice chancellor of the University of Liverpool; the headmaster of Rugby; the mistress of Girton College, Cambridge; the principal of King's College, London; a distinguished physician; the assistant secretary of the National Board of Education; the Undersecretary for Air; and the First Civil Service Commissioner.

This committee in its deliberations examined 72 witnesses, carefully chosen from inspectors of education, masters and mistresses of schools of many varieties, psychologists, university professors, medical men, directors of physical exercises, bankers, business men, employers, and others whose experience and studies were such as to give weight to their opinions. A large number of other persons submitted memoranda to the committee, and a thorough examination was made of literature bearing upon the subject under investigation.

The character of the report produced after more than two years of such study is indicated by the brief description of its contents in our book reviews and by the extract from it which forms one of the leading articles of this number. It is an able and scholarly document. To commend it is to commend even more highly the method of preparation which it represents. Americans may learn much from it.

## Ten Health Guideposts for Teachers

By FLORENCE A. SHERMAN, M. D.

State Assistant Medical Inspector of Schools, Albany, N. Y.

1. Get the health viewpoint.
2. Have a complete physical examination once a year.
3. Acquire and practice daily health habits before attempting to teach them.

1. *Sleep.*—Plenty of sleep, from seven to nine hours of uninterrupted sleep, should be assured. Abundance of fresh air should be allowed in sleeping room.

2. *Baths.*—Take a hot and cold sectional bath daily, on rising. This consists of rubbing the entire body in sections, (1) face and neck, (2) arms, (3) trunk, (4) legs; first with a very hot wet cloth, then lightly with one wrung out of cold water. Dry body with rough towel. This is a cleansing and stimulating bath. Reaction is always pleasant. Five minutes should be allowed for it. At bed time, twice weekly, use warm tub bath.

3. *Foods.*—The human body is a wonderful machine. Irregularity in meals, badly selected foods, lack of careful mastication disturbs its activities. Foods should be carefully selected as to values and balance. Leafy green vegetables, fruits, milk, cereals, should play an important part in daily diet.

### Drink Half Gallon of Water Daily

4. *Water drinking.*—Sixty per cent of the body structure is water, which is constantly being lost. It is important that enough water be taken to replace this and wash out body waste. Seven to eight glasses daily are necessary for adults. Not only does it carry away waste, but it lessens fatigue products, which are most marked in the last hour of the forenoon and last three hours of the afternoon. The hours for drinking are 11 a. m., 3, 4, and 5 p. m., and two glasses during the evening, one upon rising. This is an important health measure.

5. *Mouth hygiene.*—Visit your dentist every six months in order to prevent trouble. Practice mouth hygiene daily, at least night and morning. Use a medium stiff toothbrush and a good dental cream. Always rinse the mouth carefully after brushing with warm water or some mild antiseptic solution.

6. *Fresh air.*—Get plenty of it day and night. Take some out-of-door exercise daily. At least one hour a day is desirable. Take a sun bath whenever possible. Practice deep breathing. Take at least six deep breaths, exhaling slowly. Repeat this at least three times during your outdoor hour.

7. *Toilet habits.*—Regular toilet habits are imperative to health. One daily movement at least should occur. Definite times for visiting the toilet are important—always in the morning and possibly at bedtime. Do not let irregularities receive lack of attention. Regular habits do much to keep this function normal.

8. *Rest.*—Rest for at least 10 minutes during noon hour. Lie down if possible and relax. After school go home and remove clothing and lie down for an hour or half an hour before supper or dinner.

9. *Recreation.*—Recreation is essential to health. A good play, movie, concert, dancing class, or card party once a week is a good investment, healthwise, mentally and physically. Recreation in the open should be taken whenever possible. Walking is one of the best forms of exercise.

10. *Posture.*—Normal poise of body in standing, walking, and sitting is necessary for health. Normal functioning of body is impossible without this. Sensible healthful clothing is a requirement for good posture. Avoid tight clothing. Wear sensible shoes—shoes with low, broad heels, flexible shanks, straight inside lines, which allow plenty of toe spread.

## Religious Teaching Fundamental in Italian Education

Apropos of the discussion of religious teaching in the elementary schools of Italy, Sig. Giovanni Gentile, Minister of Public Instruction, has expressed his intention of making of religious teaching the fundamental principle of the system of public education and of the moral restoration of Italian spirit.—*F. M. Gunther, Chargé d'Affaires ad interim, Rome.*

## Law Requires Classes for Retarded Pupils

Every city and town in Massachusetts is required by law to find out annually the number of children retarded in mental development 3 years or more, and, if there are 10 or more, to establish special classes for them. Since the passing of this act in 1919, traveling clinics have been organized to select retarded children for the classes established by the local school authorities.

## Door of Educational Hope Opened to Thousands.

(Continued from page 194.)

While most of the extension work is directed by State universities, much of it is actually done in cooperation with other institutions and agencies. For example, the extension work of the University of Michigan is carried on through 12 bureaus. Through the medium of these bureaus it cooperates with the various colleges and schools of the university, such as the general library, the medical school, the school of engineering, etc., and with such other agencies as the State medical society, the State dental society, the State board of health, and the Detroit College of Medicine and Surgery. This is a comparatively new feature of the work and is finding an unusual response from the people.

### Prevent Duplication by State Institutions

In Virginia, the University of Virginia and the College of William and Mary, in order to prevent duplication and overlapping, cooperate by confining their extension teaching classes to certain portions of the State and by offering courses jointly in Richmond, under one bureau head, with a joint announcement of courses.

In South Carolina the home demonstration work under the Smith-Lever Act is officially connected with Winthrop College and is conducted in cooperation with Clemson College and the Federal Department of Agriculture.

In some States that maintain no university extension work is done through the State department of education, and indications point to the organization of extension work in the departments of public instruction in many other States although they may support universities and colleges.

### Extension Courses for Class Instruction

An extension course is a systematic and organized unit of work in a given subject, requiring a prescribed amount of study and recitation, but conducted by the extension organization. Extension courses for class instruction are courses of instruction corresponding closely with those regularly given in the university or other institution by regular members of the faculty, and are under the administration, supervision, and control of the institution for the benefit of persons unable to attend the regular courses of instruction and to take work in residence. Each course represents a definite amount of study, corresponding to an equivalent amount of work done in residence at the institution, and when

completed satisfactorily by persons meeting the entrance requirements of the institution, receives the same degree of credit as if taken in residence.

There is an increasing demand on the part of professional men for advanced or postgraduate instruction in their respective professions relating to recent discoveries or developments in medicine, sanitation, and health. This is specially true of physicians, and postgraduate medical extension courses are now offered by a number of universities, including the State universities of Wisconsin, Michigan, Iowa, and North Carolina.

### Forty-eight Institutions Conduct Extension Classes

There were in 1921, according to a report of W. D. Henderson, director of the division of extension service, University of Michigan, 48 institutions including normal schools, colleges, and universities, conducting extension teaching classes, with an enrollment of about 92,000 students. Forty-four institutions, exclusive of normal schools and agricultural and mechanical colleges, indicated for this report (1922) that they were offering such courses, with increasing attendance everywhere.

The number of students doing extension work by direct classroom instruction in the universities of this country in 1921, was, according to Mr. Henderson's report, 27,680, and this phase of extension work seems to be increasing more rapidly than any other.

Usually study rooms and lecture halls in local school buildings, provided by the courtesy of the school departments, serve as class meeting places; and in some instances as many as half a dozen university-extension classes meet in a building on a single evening. When a class is of special interest to the employees of a certain industrial plant, it is frequently arranged to meet in the plant itself. Public-library halls and clubrooms are also used on occasion, but always with the understanding that every university-extension class, whether held in a public or a private building, is open to any resident of the State. The chief consideration in the choice of the meeting place is this, that it enables the institution to reach the people where they are.

### Correspondence Courses

In correspondence study the institution projects itself into every part of the State, and is thus enabled to serve its citizens regardless of their geographical location.

Correspondence courses, while not affording the usual opportunity for student-to-student contact in a social group

or personal contact with instructor, are no less large in their appeal than extension teaching classes. There is always a skepticism about the value of correspondence courses which is usually removed after the first experiment. Student and instructor by actual trial quickly come to recognize that correspondence study has its own peculiar advantages—it is available at any place and any time to any person; each paper the student submits gets the individual and undivided attention of an instructor; "bluffing" is out of the question; the student must prepare himself on every part of the lesson. He may set his own pace, unhurried by more brilliant students and unhampered by sluggards.

### Thirty-nine States Offer Correspondence Instruction

In 1921, according to statistics collected by W. D. Henderson, correspondence courses were offered by educational institutions in 39 of the States of the Union. In these States 75 noncommercial institutions were offering correspondence courses. Of this number, 63 institutions were supported by public funds; the remaining 12 were supported by private endowment. Out of 44 institutions, not including normal schools and agricultural and mechanical colleges, sending information for this report, 27 are offering instruction by correspondence.

The number of students doing extension credit work by correspondence in the universities of this country in 1921 was about 15,150. Enrollment for 1922, including credit and noncredit courses, was reported by a few of the institutions as follows:

Correspondence work is conducted by noncommercial institutions, according to a report by A. J. Klein, published by the United States Bureau of Education, as Bulletin No. 10, 1920, in 39 States and the District of Columbia. In all of these States except one work is conducted by State-supported institutions. Of 78 listed, 61 are supported by public funds; 12 are privately endowed.

### A Million Lessons by Mail in a Year

Correspondence courses in industrial subjects have been an important part of adult education for more than 30 years, and many of the courses have received wide publicity. During this 30-year period one well-known correspondence school has enrolled nearly 3,000,000 students, mostly in industrial subjects, and this same school, during the past year, sent out more than 1,000,000 lesson assignments.

Besides the privately organized correspondence schools, nearly every State now has a correspondence school system



supported by taxation. These State-supported institutions are usually organized as a department or division of the State university, where there is one. In States like Massachusetts and New York, however, where there are no State universities, the correspondence instruction is organized in the State department of education.

#### Adult Education

As an outgrowth of the Workers' Educational Association of England and of the World's Association for Adult Education, and as a part of the general movement in this country in educational extension, the Workers' Educational Bureau of America was organized in New York City April 23, 1921.

The following, taken from the report of the Secretary of the Workers' Educational Bureau for 1922, gives some idea of the growth of this movement:

"One year ago, a nation-wide questionnaire sent out to the different workers' educational enterprises revealed the significant fact that four years before there were but four workers' educational groups in two industrial centers of the United States with an enrollment of a few hundreds. In four years the movement has grown to 26 workers' colleges and schools in 22 cities of this country. Since that questionnaire has been tabulated and recorded the Workers' Education Bureau has come into being to relate these various experiments in different parts of the country, to gather and to stimulate the development of new enterprises.

#### Workers' Colleges Vary in Character

"Some of the enterprises that were in existence a year ago have become inactive during the past year, due to a number of different reasons. Others have come into being to swell the total number. It is difficult at times to classify the enterprises as either trade-union colleges, workers' universities, or study classes, as they have local differences; but, including all such experiments, whether they be regarded as individual workers' study classes or colleges with a definite board of control, the increase in the number of these experiments has been on a conservative estimate twofold, or 100 per cent. The total number ran as high at one time as 61 workers' educational experiments of various sorts and kinds. Of this total, the bureau has assisted in creating eight trade-union colleges during the past year.

"These colleges are as follows: Pas-saic Trade Union College, Denver Labor College, Spokane Workers' College, Milwaukee Workers' College, Pacific Workers' University (Sacramento, Calif.),

San Francisco Labor College, Syracuse Labor College, Portland Labor College."

#### Extension of Activities of Agricultural and Mechanical Colleges

All of the agricultural and mechanical colleges aided by Government funds conduct agricultural extension service, consisting of home and farm demonstration work, boys' and girls' club work, agriculture and home economics work, and many other special forms. This is usually a cooperative effort of the colleges of agriculture, the United States Department of Agriculture, the State department of agriculture, the State board of education, and the county government.

The outstanding features of extension work of a typical institution, the college of agriculture of the University of Tennessee, during the past year has been the marked interest in the cooperative marketing of farm products with the standardization of farm crops and the organization of farmers as a necessary part of this project, a greatly increased territory devoted to tobacco production, the steady increase of the dairy industry, and improvement in community, county, and district fairs.

#### Agricultural Colleges Utilize County Agents

The county agents, men and women, constitute the chief field force of the division of extension of this institution. Their work is outlined in projects prepared by specialists in the several lines of agriculture and home interests, who aid them as may be necessary in their work. Each agent makes a plan of work for the year, and in this the agents seek the advice of leading farmers and farm organizations. The county plan is flexible enough to admit of emergency work, should any unusual condition demand attention. Weekly reports of agents' activities are made through supervising district agents to extension headquarters.

More than 100 of the 176 weekly newspapers of the State of Tennessee and 8 of the 13 daily papers printed over 20,000 columns of agricultural matter furnished them by the division of extension during the year 1922. In many cases special agricultural editions were printed in which illustrations and much reading matter was supplied. Twelve new bulletins totaling 108,000 copies were issued and reprints of 11 publications were made.

#### The Radio and Education

Among the many possibilities opened to the world by the development of radiophony, the educational opportunities which are offered to the public by

means of the radio are most important and far-reaching. Universities have recognized the great good to be gained by sending instruction over the ether waves, and are using the radio as a medium for extension courses.

The University of Michigan has organized a complete radio extension course of subjects of universal interest. Michigan Agricultural College will broadcast a series of lectures by agricultural authorities on subjects of vital interest and great practical value to farmers.

In November, 1922, 57 colleges and universities in the United States were reported as having telephone broadcasting stations—amongst them the University of Colorado, University of Arizona, University of California, Tulane University, University of Missouri, Purdue University, University of Vermont, University of Texas, Cornell University, University of South Dakota, Ohio State University, University of Nebraska, University of Wisconsin, State University of Iowa, University of Cincinnati, West Virginia University, Iowa State College, and the University of Illinois.

Foreseeing millions of listeners, the bulk of them of college age, the National Radio Chamber of Commerce is developing a plan to establish radio extension courses in American colleges and universities. In radio, education has found a new and powerful ally.

Sixty educational institutions are broadcasting educational and musical programs, 47 of them being colleges and universities. The combined area presumably covered by these institutions has been estimated to be seven or eight times the total area of the United States.

#### Package Library Service

Package library service supplies collections of material, each collection on a single subject, consisting of articles clipped from current periodicals, and of pamphlets, addresses, and printed reports of educational institutions, State and National organizations, State and Federal bureaus, and from other sources.

Following is a description from the announcement of the extension division of Indiana University:

"'Package library,' a term that was once obscure and misleading, has in the past few years become one of the cornerstone expressions of university extension work. This system for the distribution of authentic information is distinctly the product of the extension movement, and is based on a real need for educational service of this character.

"It is a service of information on subjects of a character chiefly social, economic, and political, although it is rapidly developing into the fields of lit-

erature, art, and science. It is a service which assists people in writing articles, preparing debates, teaching classes, and planning programs.

"The manner of distribution is by means of a package—just such a package as one receives from any mail-order house. It contains an assortment of material, all of which bears directly or indirectly on one subject.

"This package saves the difficulty of borrowing and the expense of buying. It gives in a single package material which would require hours of time to locate and to obtain.

#### *Builds Collection of Authentic Material*

"It is easy to see how this system builds up a collection of material which is at once authentic, up to date, and compact in form. The periodicals to which the extension division subscribes are filled with discussions of the latest events of interest and importance; with criticisms and reviews; with fiction and poetry. These articles are filed with discrimination in the package libraries to which they belong. An individual package deals usually with several phases of its subject. It will contain, perhaps, a good general summary of a situation, arguments by partisan writers, a retrospect, a forecast, a statistical article, a detailed analysis. Although it is often very difficult to obtain suitable material on all phases of a subject, the service aims at breadth of view and fairness of treatment. It does not foster the dissemination of propaganda, but the furnishing of information and the stimulation of interest."

The University of Indiana circulated 300 package libraries per month; the University of Texas has a large circulation of package libraries. In October 911 packages were sent out. The services now averages about 35 a day, each package being made up of magazines, bulletins, pamphlets, and books on subjects of lively interest to women's clubs, debating societies, parent and teacher organizations, and similar groups. Some favorite subjects are Restriction of Immigration, the Ku Klux Klan, Commission Form of Government, Cancellation of War Debts of the Allies, and the Soldiers' Bonus.

The University of Wisconsin lent 17,114 package libraries in 1920-1922, an increase of 53 per cent over 1914-1918.

Eighth-grade pupils in Milwaukee public schools who are sure that they can not go to high school are instructed by their teachers as to the practical trade courses and intensive business courses of a year or less that are given free at the continuation school.

## Books Loaned to Teachers On Application

*To the Editor of School Life:*

In your April issue is an interesting account of a "teachers' library" established in Kansas City. Its benefits are clearly outlined by Miss Voigt. Twenty-five years ago, while State superintendent of public instruction in the State of New York, I established a "teachers' library" comprising over 1,000 volumes, which was maintained for many years. The movement was heartily indorsed by the National Education Association in a paper by Doctor Hinsdale, of Michigan, and in resolutions adopted by the association.

Catalogues were circulated among the teachers of the State, and books sent on application. All we asked was that teachers should pay postage on returned books. The library was maintained until we found that teachers were careless in returning books, oftentimes neglecting to do so.

CHARLES R. SKINNER.

ALBANY, N. Y., April 17, 1923.

## Conference on Art and Education

Art as a vocation will be discussed by artists, educators, and other interested persons at a national conference on art and education which has been called by the United States Commissioner of Education to meet at Forest Park, St. Louis, in cooperation with the annual convention of the American Federation of Arts, on May 22. The meaning of art as a vocation will be explained by E. H. Wuerpel, director, St. Louis School of Fine Arts. Two speakers will deal with the qualifications for success in different fields of art; Ralph Clarkson, of Chicago, will take up easel painting, mural painting, sculpture, and architecture; and G. R. Schaeffer, advertising manager, Marshall Field & Co., will speak on art as related to commerce and industry. The chairman of the conference will be W. T. Bawden, of the United States Bureau of Education.

Consolidation of rural schools will be further encouraged in Wyoming by a law recently passed by the legislature under which a school district employing drivers to transport children to the consolidated school, is entitled to receive money from the county tax fund to provide for the expense of transportation. For each driver who transports at least 24 children daily on a route not less than 16 miles, the district will receive a sum one and one-half times as great as it receives for each teacher employed.

## Plans for World Conference on Education

*Under Auspices of National Education Association. Fifty Nations Expected to Send Delegates. Agenda in Preparation*

TO AFFORD opportunity for educators of various nations to agree upon principles and plans for the promotion of good will and mutual understanding, which are universal in their application and can be adopted as a definite program to be carried out in the schools throughout the world, the National Education Association will hold a world conference on education at San Francisco, June 28 to July 5. This conference will be in connection with the sixty-first annual meeting of the National Education Association, which will be held at Oakland, Calif., July 1-6.

Invitations to send delegates have been issued to 50 nations. Each nation has been asked to send five official delegates, five alternates, and as many unofficial delegates as it wishes. Besides the 500 delegates and alternates, about a thousand professors from foreign universities and about 15,000 foreign students have been invited to sit with the delegations from their respective countries and to act as interpreters.

The world conference has been called to work out a program rather than to approve one that has already been prepared. However, the foreign relations committee of the National Education Association is preparing tentative plans, including a proposal for a world goodwill day to be observed in all schools throughout the world. The committee is submitting these plans to a large advisory committee for suggestions. Supplemented by proposals from delegates representing various countries, the program formed in this way will be the basis of the deliberations of the conference.

The contributions of the various nations to civilization will be shown in a pageant, "The Court of Service." One session of the conference will be devoted to a festival of folk songs and dances, given in native tongue and costume. These performances will be a part of the program for promoting mutual good will and understanding between the representatives of the different countries.

It is expected that the conference will afford excellent opportunities for spreading information on the educational situation in various countries, and that definite objectives will be adopted, which can be put into practice in the various educational systems in the world.



## Exhaustive Survey of Philadelphia Public Schools

*Conducted by State Department of Education. Twenty-Year Building Program Is Necessary. Kindergarten Training Not Sufficiently Utilized. Little Trade Instruction for Boys. Report Fills Four Volumes*

TO BRING about a far-visioned, constructive policy which will insure a steady and healthy adaptation of the schools to the needs of the community and to the social service that they alone can render was the aim of a survey of the Philadelphia public schools conducted by the State department of public instruction at the request of the Philadelphia Board of Education, according to Thomas E. Finegan, State superintendent of public instruction, who was the director of the survey. This survey, a report of which has been published in four volumes, covered an entire school year and went into virtually every phase of the administration of the school system, pointing out defects and recommending improvements.

### *Extended Building Program Necessary*

The most serious problem which the board of education faces is its building program, according to the report, which suggests a school building plan extending over a period of 20 years and providing for the immediate housing of all part-time pupils. This program provides also for the abandonment of the smaller school units, and of 55 emergency and obsolete structures totally unfit for school purposes. Within five years the remainder of the unfit and outworn buildings should be abandoned, says the report, and provisions made for housing the pupils in the neighborhood of these buildings. One hundred and twenty-three semimodern buildings should be remodeled, and two and one-half million square feet of additional play area should be provided, according to the recommendations.

Although public kindergartens have been connected with the Philadelphia school system for many years, there has been an evident failure to recognize the value of the instruction provided in this type of school, says the report, for at the time of the survey the number of children enrolled in the kindergarten was less than one-third of the number enrolled in the first grade. Not all of the children in Philadelphia are receiving fair treatment, nor are they all accorded equal opportunities when only one-third of them are given kindergarten privileges. The obligation rests upon the city to develop and expand its kindergarten facilities as rapidly as its financial and

building program will permit, until every Philadelphia child of kindergarten age has the opportunity to attend a kindergarten.

Although much commendable work has been done in industrial training, it was found that because of the lack of facilities only a little more than half of the pupils of the fifth and sixth grades were receiving industrial arts instruction, that a very limited variety of instruction was available for pupils of the seventh and eighth years, that virtually no trade instruction of recognized standard was conducted for boys, and that the girls' trade school was conducted only under great handicap. It seemed evident, therefore, to the survey staff that the available facilities for industrial education do not meet the needs of the industrial life of the city. It is urged that the city enter at once upon a program for the development of trade and industrial schools and classes which meets the standards generally accepted throughout the country, providing for girls as well as boys.

### *New York Experts Assist in Direction*

More than 60 persons assisted in the survey, about half of them members of the staff of the State department of public instruction. Assisting Doctor Finegan in the direction of the work were John W. Withers, dean, school of education, New York University; Thomas H. Briggs, teachers' college, Columbia University; and H. S. Weet, superintendent of schools, Rochester, N. Y., who were assigned, respectively, to the fields of elementary education, of secondary education, and of school finance. The cost of the enterprise was underwritten by a group of citizens.

The four volumes contain many graphs and other diagrams, and Book I, which is devoted to the school plant, has more than 60 photographs, showing good and bad provisions against fire, sanitary arrangements, planning of play space, and other building conditions. Book II takes up the organization and administration of the school system, discussing especially the financing of the work and comparing school expenditure in Philadelphia with that in other cities. A study of pupils in this volume includes such subjects as attendance, retention and promotion, medical inspection, and classification according to ability.

Book III is divided into three parts. The first part treats of types of schools, including kindergartens, special classes, continuation schools, and junior high schools. The second part covers the training of teachers, the system of examinations for teaching positions, and the educational record and professional experience of teachers. The third part takes up vocational education in two divisions, industrial education and home economics education. Book IV, dealing with methods of instruction, takes up the following subjects: Art, commercial education, English, extracurricular activities, foreign languages, geography, health, libraries, mathematics, music, science, and social studies.

## Congress of High-School Teachers at Prague

Moral education, relation between the family and the school, and education of women will be among the problems discussed at an international congress of high-school teachers which will be held at Prague under the auspices of the Czecho-Slovak Ministry of Public Schools and Education during the last week of August. All institutions in the United States interested in the program are invited by the Minister of the Czecho-Slovak Republic to send delegates. Other problems taken up at this conference will include examinations at the termination of high-school courses, reorganization of high-school education, the international exchange of diplomas, and federation of intellectual workers. Further details of the congress may be obtained by addressing the Ministry of Public Schools and Education, Prague, Czechoslovakia.

## Gifted Children Subject of Careful Study

For continuation of the research on superior children at Stanford University which has been carried on during the past year under the direction of Prof. Lewis M. Terman, the Commonwealth Fund has added \$14,000 to its original grant of \$20,300. About 1,000 gifted children were found by field assistants, and much data were gathered concerning them. Through the additional grant, the investigation will be extended so as to permit the collection of medical, anthropometric, and more complete psychological data on these children. Stanford University has agreed to supplement this second grant by \$8,000 in money and \$6,000 in services.

## "Book-Review Days" for Eighth-Grade Pupils

*Contests in Reviewing Books Held in Public Library of Portland and All Its Branches, with Excellent Results*

By RUTH M. PAXSON

*Head of School Department, Public Library, Portland, Oreg.*

WHAT is this book about? is often asked by children and grown people as well, and seldom does one hear a concise, intelligent answer to that question. Often the reply is a long, rambling narrative that misses the point entirely.

The school department of the Portland Public Library, realizing the value of the ability to describe a book briefly and well, and counting on the fact that if a child can give an interesting story of a book all the children hearing it will also want to read the book, instituted a series of book review contests, which take place in the spring term. For four years these book-review contests have been carried on with most interesting results. Now there is hardly an eighth grade in the city where the children can not give a live and interesting summary of the books they read, together with an intelligent reason for liking or not liking the book.

For convenience the city is divided into districts with a branch library or the central library as center. The schools in each district meet at the branch library for the contest on an afternoon convenient for all. Last year there were 14 of these centers with from two to six schools participating in each. Each eighth B class may send two contestants. These are usually chosen by the members of the class and are picked for their winning qualities. The entire eighth grade of each school is invited to attend, and it is indeed a gala occasion for they are dismissed from school early so that the contest may begin at 2.30. Each contestant is limited to five minutes and in that time can give an excellent review of the book he chooses.

### *Choose Books of High Value*

The choice of the book is left to the teacher or child, provided that selection is made from the class-room libraries or from the shelves of the children's room. The books chosen are for the most part of high literary value and are well worth the time put upon them.

There are judges, of course, at each contest, and they are asked to make their decisions with the following points in mind: Value of book, language, origi-

nality, spontaneity, and poise. The judges find it most difficult to render a decision because of the uniform excellence of the reviews, and it is often many minutes before a decision is reached. In making the announcements the judges are asked to give their reasons for the choice, so that it may be clear to all just why the winner was chosen.

The winner, besides capturing the honor for his school, is invited to repeat his review at a program held at the central library on a Friday evening some two weeks after the contests are held. There is no judging at this program, but fathers, mothers, teachers, and friends are gathered together to hear what the children of the city are reading and what they are thinking of the books they read.

There are, in addition to the book reviews, a musical number or two, and a little play put on by the children, a scene from some book. The audience which fills the auditorium of the central library is enthusiastic in its expression of enjoyment of the evening's program, and each year the librarians feel that the book review programs are one of the most worth while of the school activities.



## Kindergarten Inculcates Health Habits

That lack of kindergartens in the public-school system of Wilmington, Del., is one of the causes of health defects in the children of that city, in the opinion of Mrs. Mary D. Bradford, president of the National Council of Administrative Women in Education. If all children were gathered in properly handled public kindergartens at an early age—say four or five years—training in health habits could begin at a more advantageous time, says Mrs. Bradford in a letter to the Child Welfare Commission of Wilmington, urging that organization to use its influence in promoting the cause of adequate, well-equipped kindergartens in the public schools. Health defects would be discovered, and remedial measures could be taken which would be more effective at that time than at a later period in the child's life. The neglect of children of preschool age is a loss of educational opportunity from which society must unavoidably suffer in the future.



The University of Nebraska has a woman student 69 years old. With her daughter, who is also a student of the university, she walks 4 miles daily to and from school.

## Teaching Honesty in the Schools

*One of the Fundamental Tasks of the Schools. Material for Teachers' Talks Furnished Gratuitously*

By WILLIAM BYRON FORBUSH

WHEN a school teacher was asked the other day if she felt that she could teach honesty in the schools, she replied wearily, "When do I get time to eat?" There have been so many "extras" added to the school curriculum lately that the question was most natural. If honesty were really an extra, such an inquiry would be appropriate, but it is one of the fundamental tasks of the schools. Mr. William B. Joyce recognized this when he organized the National Honesty Bureau as the service department of the National Surety Co. He felt that here is the only place where we reach practically all the American people during their impressionable years. "We may not be able to dam up the stream of dishonor," was his idea, "but we can dry up the springs."

One of Mr. Joyce's plans was that teachers would give talks upon honesty to their pupils. Of course, talking and preaching are not the only instrumentalities of instruction, but they have their place. Children are not born in possession of the Ten Commandments. When a young traveler is about to undertake a dangerous journey, we believe in giving him a guide book. Children do not object to being talked to. They want to hear life explained. They want to know what is reasonable. If we can show them the practical value of honesty, they will be likely to choose that which has such value. Then also, in most cases the teacher is to some extent the child's hero, in some pathetic cases the teacher is the only real hero the child knows. So the teacher who believes in honesty and lives honestly is one of the most forceful influences for integrity in the Republic. In order to help teachers, a number of honesty talks have been prepared and printed. These have been tried out with real children. They were written by teachers. They are in language the child understands and appreciates. I wish all my readers to know that the book containing these talks will be sent freely to any teacher who will apply. There is no condition to this gift, except that the books be used. We should like to have teachers tell us how they are using them and how they like them, so that we may let the parents know also and cooperate. The address to which to write is: The National Honesty Bureau, 115 Broadway, New York.



# Inter and Intra Institutional Athletic Activities

*Report on Recommendations Adopted by the Committee on Athletics for Girls and Women of the American Physical Education Association, At Its Annual Convention, Springfield, Mass.*

**Y**OUR COMMITTEE calls attention to the following excerpts from the resolutions adopted by the Washington Conference of the National Amateur Athletic Federation, called by Mrs. Herbert Hoover and approved by this committee, which have particular bearing upon the subject of intra and intermural competitions, upon which there has been so much discussion:

4. (a) That girls' and women's athletics be protected from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any school or other organization; (b) that schools and other organizations shall stress enjoyment of the sport and development of sportsmanship and minimize the emphasis which is at present laid upon individual accomplishment and the winning of championships.

5. (a) That for any given group we approve and recommend such selection and administration of athletic activities as makes participation possible for all, and strongly condemn the sacrifice of this object for intensive training (even though physiologically sound) of the few.

6. (a) That competent women be put in immediate charge of women and girls in their athletic activities even where the administrative supervision may be under the direction of men; (b) we look forward to the establishment of a future policy that shall place the administration as well as teaching and coaching of girls and women in the hands of carefully trained and properly qualified women.

10. Whereas we believe that the motivation of competitors in athletic activities should be that of play for play's sake, and we believe that the awarding of valuable prizes is detrimental to this objective; *Be it resolved*, That all awards granted for athletic achievement be restricted to those things which are symbolical and which have the least possible intrinsic value.

12. Whereas we believe that the type of publicity which may be given to athletics for women and girls may have a vital influence both upon the individual competitors and upon the future development of the activity; *Be it resolved*, That all publicity be of such character as to stress the sport and not the individual or group competitors.

## Should Apply Resolutions to Girls' Athletics

Your committee recommends that the committee on women's athletics (1) make themselves familiar with the complete set of resolutions; (2) take active steps to see that they are applied to girls' athletics; (3) use every opportunity to bring them to public attention.

Whereas we indorse these resolutions and we believe them to express the fundamental policies upon which any competition in athletics for girls and women should be based: 1. *Be it therefore re-*

*solved*, That no consideration of interinstitutional athletics is warranted unless (a) the school or institution has provided opportunity for every girl to have a full season's program of all-around athletic activities of the type approved by this committee; (b) that every girl in the school or institution (not merely the proposed contestants) actively participates in a full season of such activities and takes part in a series of games within the school or institution; (c) these activities are conducted under the immediate leadership of properly trained women instructors, who have the educational value of the game in mind rather than winning.

2. *Resolved*, That in cases where the above conditions obtain and proper responsible authorities (preferably women) deem it desirable educationally and socially to hold interinstitutional competitions the following requirements are observed: (a) Medical examination for all participants; (b) no gate money; (c) admission only by invitation of the various schools or institutions taking part, in order that participants may not be exploited; (d) no publicity other than that which stresses only the sport and not the individual or group competitors; (e) only properly trained women instructors and officials in charge.

## Limit to Competitions for Elementary Pupils

The committee feels that it is questionable whether interinstitutional athletics is ever warranted for children under high-school age, except when such competition is conducted by the chart system or communications by mail, telegraph, etc.

Your committee was unable in the short time available to prepare further recommendations for presentation at this meeting or for the proper elaboration of those here presented, but among other matters which they desire to emphasize and for which they wish further time are the following: (1) The undesirability of traveling away from the home town or community to take part in competitions, especially in the case of girls below adult age; (2) the necessity of limiting the number of games; (3) desirability of working out some type of meet which (a) is an incident of the general program of athletics for all, (b) is a logical combination of a season's program, and (c) is not confined to one

# Business Men Interested in Farmers' Schools

*City and Country Are Dependent Upon Each Other and Chambers of Commerce Should Study Rural Problems*

**C**OOPERATION between business men and farmers in an effort to raise the standards of rural schools is urged in a pamphlet called "The Rural School and the Chamber of Commerce," prepared by the education service of the United States Chamber of Commerce. When organizations representing these two groups of citizens meet for consideration of mutual problems, they may develop cooperative effort in furthering proposed State legislation affecting rural schools and in promoting projects for the enrichment of country life in various other ways, such as the extension of library advantages to the country, says the pamphlet.

To show the need for such improvement it is pointed out that illiteracy is about twice as great in rural districts as in cities because of the inferiority of the rural schools and the poor attendance upon them. In spite of improved living conditions, hard roads, rural free delivery, the telephone, the automobile, and the tractor, rural life is not yet keeping pace with city life because school advantages are so unequal. For this reason persons who can afford it continue to desert the farms in order to give their children proper education.

Since the city and country are dependent upon each other, and since those things which affect the welfare and prosperity of the farmer are of great interest to the business man, it is of vital importance that the business men of a community in their chamber of commerce should acquaint themselves with the rural problem in their section of the country and then do something definite and constructive to help solve that problem, says the pamphlet. Suggestions for steps in improving school conditions include creation of consolidated schools, establishment of teachers' homes, and provisions for study of health problems in rural schools.

type or activity; and (4) the desirability of working out a program of activities in which the competing unit is a group and not an individual.

Finally, the committee does not wish it to be inferred from these recommendations that it is advocating or attempting to promote a policy of interinstitutional games.

ELIZABETH BURCHENAL,  
Chairman.

## Value of Parent-Teacher Associations

*Parents Do the Work and Teachers Act in Advisory Capacity—Schools Everywhere Benefited by Teamwork*

By LAURA UNDERHILL KOHN.

TO CONSIDER and promote the welfare of all children, a large and representative group of men and women met in Washington 26 years ago in response to a call sent out by Mrs. Theodore Birney. It was the first nation-wide movement for this purpose, and it was the first time in history that the mothers of a nation had been called together to consider their own responsibility as mothers and to study the relation of the home to civic and social life. The discussions at this meeting brought out the fact that there was a lack of helps for mothers who earnestly desired the knowledge and insight which would show them how to develop the health and character of their children. This was the beginning of the National Congress of Mothers and Parent-Teacher Associations. To-day more than 500,000 parents are working with the schools through these associations. Forty-three States maintain active branches, and the parents and teachers of two more States are now organizing branches.

The national congress has become a great educational organization. In many States the universities are helping to carry on the work through their extension departments. Some of them give summer courses in parent-teacher association work. The national offices at Washington send out vast quantities of helpful material, not only to the associations in the United States, but also to groups of women in Alaska, Hawaii, the Philippines, Cuba, South America, Mexico, Canada, Bahama Islands, China, and India. In some of the large city schools the parent-teacher association is a part of the school and has its own room in the school building.

### *Teachers and Parents Work Together*

Every committee has an equal number of parents and teachers, the parents doing the work and the teachers acting in an advisory capacity. This does not add an extra burden to the teacher but gives the school faculty a chance to guide the parents in their work, so that the association helps the school instead of working at cross purposes with it. In some States the associations have special committees to consult with boards of education, to bring them suggestions from the parents, and to take back to the parents the opinions and the advice of the board.

Through this parent-teacher work the parents are becoming acquainted with the aims and the methods used in the schools. Parents and teachers meet to discuss class work or to hear well-known educators speak. "Mother-and-daughter afternoons" and "father-and-son evenings" are bringing about better understanding. Parties are held where parents and their children are young together. Classes in child training, home management, and civic responsibility are educating mothers for better motherhood and better home making.

The schools all over the country are benefited by this teamwork of home and school. For example, in Ohio last year the parent-teacher associations procured ground for new school buildings and raised funds for them; repaired and remodeled old buildings; obtained playgrounds and equipped some of them; furnished principals' offices and teachers' rest rooms; purchased flags, victrolas, pianos, portable organ, motion-picture machines, music stands, hektographs, pencil sharpeners, working tables and benches, kindergarten materials, scales, first-aid kits, sectional bookcases, books, pictures, and flower boxes.

The community has welcomed the parent-teacher association. Every State branch of the national congress is working for better legislation for women and children, for better motion pictures, and for more community playgrounds, parks, and libraries. The associations are co-operating sympathetically with all philanthropic organizations.



## What Constitutes a Consolidated School?

*Editor, School Life:*

In the report of the conference to promote rural-school consolidation, I am reported offering the suggestion that the term "consolidated" be applied to those schools formed by uniting public and private schools, a suggestion that was not favored by the conference. (March issue, p. 150.) Your reporter failed to get the suggestion made. The topic under discussion was a uniform nomenclature that would enable all of us to use the same terms when we wish to express the same idea. It was recognized that in the present use of the term "consolidated" very different things are meant. My suggestion was that the word "consolidated" be applied to a union of districts only; that the word "centralized" be applied to schools only. I said that if you asked me how many "consolidated" schools there are in Illinois, if I replied 127 I would con-

ceal the truth instead of expressing it. We have 127 consolidated districts, but only about 27 centralized schools. This is clear to everyone. In 100 instances, while the management of from 3 to 10 schools has been placed under 1 board instead of from 3 to 10 boards, the 1-room schools, however, have not been brought to a central point but go on as before. I further suggested that in my judgment there were but two schools in America, the public school and the private school. If these were united it would be correct to speak of the united school as a "consolidated school." When we wish to say that where formerly there were several schools under different management there is now but one school at a central point under one management, we should call that a "centralized school." The former areas or districts have been consolidated into one area and should be designated a "consolidated district."

There are different kinds of centralized schools—those offering only elementary school privileges, no different from a graded, village school; those offering high-school privileges and all the economic and social advantage of an up-to-date school. The latter I suggested be called a "standard centralized school"; the former be designated as a centralized school. We need a term that conveys to the mind the character of the school, not simply the character of the area or the organization of the school. Standard centralized school means a school, chiefly rural, which approaches our ideal of what such a school should be.

The objection was raised that in Pennsylvania the township is the unit, but in each there are several one-teacher schools. Here there could not be a consolidated district. If all the schools in the township were brought together there would be a centralized school without a consolidated district. If a city, being one school district but having four schools, should decide to have but one school at a central point, it would be an incorrect use of the term to call it a "consolidated" school. It certainly would be correct to call it a "centralized" school.

I think the definitions given in Webster's International Dictionary sustain my contention. At least the suggestion is not as inane as the one which I am reported to have made.

U. J. HOFFMAN,  
Assistant Superintendent of  
Public Instruction for Illinois.



A women's college will be built on the campus of the University of Pennsylvania.



## The Teaching of Modern Languages in Holland

*Surrounded by Greater Nations, the Dutch Must Know Their Languages. Differences in Class-Distinction Schools. No Foreign Language in Public Elementary Schools Now. Popularity of English*

By P. A. DIELS

*Headmaster at Amsterdam*

HOLLAND, my country, occupies but a small part of the map of Europe. The number of her inhabitants, about six and a half millions, shows that she can never be an item of importance in the material sense of the word. Yet we all know that there is more between heaven and earth than large areas of land, great numbers of population, ships, and money. The power of ideas and ideals is not dependent on mathematical figures, and that is why I for one am proud of my little Holland, whose sons have been among the first in art, science, and morals.

You must excuse this patriotic outburst of a Dutch teacher now that he is writing on the teaching of modern languages; there is a reason for it. It is a fact that we Dutch are in the main a bit shy as regards the feelings for our country; a Dutchman is not fond of showing off his feelings, and he is likely to grumble because such-and-such a thing is better dealt with abroad than in his own country. A people which does not come into contact with other peoples and their civilizations is apt to overestimate its own superiority, and that is wrong. But, on the reverse, the danger is very great of a small nation among big ones will lose its self-confidence and righteous contentedness. This problem faces us here in Holland, and there are moments when we feel but too inclined to think other countries better than dear little Holland.

### *Dire Necessity of Geographical Position*

If then we Dutch teachers expatiate upon the worth of learning foreign languages, it is not because we think ours inefficient for our needs when we are among ourselves, but because the dire necessity of our geographical and economic position in the world demands knowledge of other people's languages. Our own beautiful Dutch language is not a world's language; round the world with only Dutch at your command would be an impossible undertaking; with German you might try; with French you would succeed; with English you would feel at home everywhere. Lying among great nations with a dominating position in the world, England, Germany, and France, we must know their lan-

guages even if we did not like the study of them, which, I hasten to add, we do. Our commerce, industry, and science (I take them in the alphabetical order) depend for a great part on our knowledge of foreign languages. A student of education, for example, would not be able to investigate closely into educational problems if he could not read your American standard works.

### *Means Taking Part in Another Life*

So much about the necessity for the Dutch of learning foreign languages. But there is another, and in my opinion, a nobler argument in favor of that study, an argument which holds good for any nation. Reading other peoples' literature, speaking to foreigners, etc., means taking part in their life, in their culture. Their civilization is no longer a closed book for you, it influences yours and with wise management the result will be beneficial to both, provided that it is not exaggerated.

The average cultured Dutchman can read and speak at least three languages besides his own, namely, French, English, and German. There are not a few who, having enjoyed a classical education, know also Latin and Greek, while Spanish, Italian, and the Scandinavian languages are earnestly studied by our philologists. In fact, Holland has been famous for its language study, and it is an accepted truism that the Dutch have great capability for it. Even the man in the street has sometimes a fair smattering of German, English, or French, and it is not uncommon for an English-speaking foreigner, asking his way of a tram conductor, a policeman, or a workman, to be spoken to in his own tongue. With the present democratic tendencies in education, too, language study has entered circles where some 20 years ago no one would have thought of procuring himself this instrument of real culture. Our young people of all classes study languages assiduously; they love to talk to foreigners and thus to improve their fluency.

### *When Should Foreign Language Study Begin*

An important point of discussion is: At what age should children start foreign language study? As this question is closely connected with the general prin-

ciples of school organization, we must treat it somewhat at large. Before 1920 every city council, acting in Holland as local education authority, had the right to establish schools and to classify them according to the social position of the parents of the children. It sometimes happened that in a city like Amsterdam, for example, four classes of elementary schools were found, so that the children were separated according to the school fees the parents were able or willing to pay.

The courses of study of those class-distinction schools were different, as it is a matter of fact—at least in Holland—that the children of the poorer classes had not all the opportunities of increasing a so-called general culture that were enjoyed by those of the more well-to-do circles of society. This difference of curricula was not only found in the scope of the common branches of study, the three R's, history, geography, etc., but was emphasized by the fact that a foreign language (French) was included in the curriculum for the schools of the "upper" classes. Thus it was that in the same city were found schools with a French-language program and schools without it. Only the pupils who had learned French could be admitted to the secondary teaching. It is clear that this antidemocratic organization which excluded more than 80 per cent of the young generation from the secondary schools met with a constantly growing opposition. It led to all kinds of difficulties and wasted much valuable talents and time.

### *Forbidden in State-Controlled Elementary Schools*

In 1920 our Minister of Education reorganized the education system of Holland, and by the new education act all teaching of a foreign language up to the sixth grade of the elementary schools was forbidden in the State-controlled schools. This end was not reached without animated discussions pro and contra in the press and in the Second Chamber of the States-General, which is equivalent to the House of Commons in England. Those in favor of abolishing the teaching of foreign languages in elementary schools doubted the worth of that teaching for children of 9 or 10 years of age; they pointed out that much home work is necessary to learning a foreign language, and, moreover, they feared that the unity-school would be endangered. The opponents of the minister's system who wanted to maintain the right to teach French in some schools laid stress on the undeniable fact that the consequence of the abolishing would lead to an overburdening of the teaching in secondary schools, because the teach-

ing of the beginnings of two languages (French and German) at the same time would demand too much of the pupils and would cause confusion. The child of 10 or 11 years, they said, easily learns languages, and especially the memorizing of words and phrases has no difficulties for him.

#### *Different Language for Each Locality*

Some people, deploring the disappearance of French from the elementary schools, upheld the idea that all children should learn a foreign language, the choice whether it should be French, English, or German depending on local conditions. Thus, the east part of Holland would certainly prefer German; the west part along the coast, English; and the remaining part, French. This idea, which has its merits, met with little support.

Our Second Chamber accepted the proposal of the minister, and since 1920 no foreign language is taught in an elementary school below the seventh grade.

In December, 1922, an effort was made by Miss Westerman, member of Parliament, formerly head mistress at Amsterdam, to redress the consequences of the education law of 1920 and to introduce again the teaching of French (or German or English) in elementary schools. Her proposal was rejected, but the majority against it was only one.

I can not say that this decision is heartily welcomed in all classes of society in Holland. A large part of the parents who insist upon their children receiving instruction in a foreign language (French mostly) when they are 10 or 11 years old, have opened special courses for the teaching of French, where the children are taught twice or three times a week after the ordinary school hours. We can not admire this; it will be interesting to watch the development of this state of affairs. At all events it shows clearly that education is an important feature of the civilization of the country and that an alteration of it deeply affects the social life.

#### *Methods of Teaching Are Excellent*

As language study has always been loved by the Dutch, it will easily be understood that much attention is always paid to its methods of teaching, and, as far as I am permitted to judge, I think them really perfect nowadays. The oldest method was the word and exercise method based upon translation from beginning to end. With this old method it was a very long time before pupils could entertain a daily-life conversation in the foreign tongue. Moreover, the choice of words was very

haphazard; it sometimes occurred that people were expert in the big dictionary words, but could not for the life of them say "How do you do?" or "What time is it?"

#### *A Modern Language is a Living Thing*

As a reaction came the introduction of the principles of Gouin and Berlitz. Especially the teaching of English derived a great benefit from them. Two eminent Dutchmen, Messrs. J. C. G. Grase and L. A. T. Eykman, advocated the sound idea that a language is a living thing and should be studied and taught in the language itself. They themselves set the example by their teaching of English, and with very great gratification I shall always remember their masterly lessons. They brought their pupils into contact with the reality of the foreign countries, the ways of living, the customs, the government, etc., and stimulated a keen study of the real language as it is spoken and written, and not as it is found in dictionaries.

The Gouin-Berlitz methods had a time of great popularity. At present the usual method is a "compromis" between the all-too-severe doctrine of the pure Gouin adherents and a moderate comparison of the native and the foreign tongue by means of translation, the latter, however, only occasionally used.

It may interest American readers which of the three languages—German, English, and French—is most widely studied in Holland. I, for one, think it is English.

#### *Relative Popularity of the Several Languages*

German has never been very popular. The relationship of the Dutch and German languages (both being Teutonic) facilitates a rapid progress of elementary study, though the German grammar presents great difficulties to the Dutch child.

French has been immensely popular. There was a time when the upper classes in Holland spoke and wrote French in their daily life. Fortunately this has changed now and our "upper ten" use Dutch. But many French words and expressions have found their way into the Dutch; and formerly the first and sometimes the only foreign language children learned was French. It offers a great many difficulties; the syntax, pronunciation, etc., are very different from ours, and that is why many teachers think it wise to begin with a language that possesses a more simple grammar—English.

At the present French has gone to the background, English being very much in favor in large circles. When there is a free choice English is generally se-

lected. Of some 300 boys and girls entering evening schools at Amsterdam, more than 70 per cent chose English; some 20 per cent French, and only 10 per cent German. The only drawback to English is its illogical spelling and difficult pronunciation, but none the less it is astonishing to watch the rapid progress of pupils studying English. It is a common experience that a class of average pupils read an easy English novel after nine months' study. I may safely say that it speaks well for our methods and for the capability of the Dutch to learn foreign languages.

#### *Conferences of Shop Teachers and Supervisors*

Means of professional improvement for shop teachers in service were discussed at a conference of shop teachers and supervisors held at Providence, on May 2, by the United States Commissioner of Education in cooperation with the annual convention of the Eastern Arts Association. M. Norcross Stratton, agent for teacher training and supervision, State department of education, Massachusetts, spoke on the importance of ideals and the principal factors involved in professional improvement. Contacts with industry and their effect upon the improvement of teachers were taken up by William Noyes, district director, bureau of rehabilitation, State department of education, New York.

A similar conference took place in cooperation with the Western Arts Association at St. Louis, April 30. The main topic was standards of eighth-grade attainment in shopwork. H. H. Ryan, principal Ben Blewett Junior High School, St. Louis, spoke on objectives of public-school manual arts. Suggestions for organization of materials of instruction were given by Roy A. Michael, supervisor of manual training in the public schools of Kansas City, Mo. The chairman at both of these conferences was William T. Bawden, of the United States Bureau of Education.

More than 7,500 children in North Dakota did not attend school during the past year because they lived more than 2½ miles from a schoolhouse, the maximum distance which a child is obliged by the compulsory attendance law to travel.

With a view to preparing children to enter trades as skilled workers, the school authorities of Pittsburgh will make a study of industrial education in the schools.



# New Books in Education

By JOHN D. WOLCOTT, *Librarian, Bureau of Education*

**BROWN, ARLO AYRES.** A history of religious education in recent times. New York, Cincinnati, The Abingdon press [1923] 282 p. 12". (The Abingdon religious education texts. D. G. Downey, general editor.)

After a brief outline of the historical background, the main part of this book describes the course of development of religious education in the Protestant churches of America from colonial times to the present. It takes up the Sunday schools and their curricula, the evolution of the teacher-training movement, promotional agencies of religious education, week-day religious instruction, and religious education in colleges and universities, and discusses present tendencies in religious education.

**CLAPP, FRANK LESLIE.** Standard tests as aids in school supervision. Illustrated by a study of the Stoughton, Wisconsin, schools. Madison, 1922. 56 p. tables. 8". (University of Wisconsin studies in the social sciences and history, no. 8.)

The object of this study is to give a concrete example of a detailed analysis of school conditions, which may be of practical use in determining the supervision of teaching. The author holds that a careful and complete diagnosis of the conditions under which a teaching corps is working should be of considerable assistance to supervisors in the most effective direction of that work.

**FAR WESTERN TRAVELERS' ASSOCIATION.** The Far western travelers' annual, 1923. Dedicated to the Far west: its educational achievements. [New York City, 1923.] 196 p. illus. 4".

This volume contains a number of articles by educators and contributions by Government officials. The progress of education in the Far west is described by John J. Tigert, U. S. Commissioner of education. Other articles tell about California's wonderful record in education, and about the schools of the Pacific Northwest, Colorado and Wyoming, and the Intermountain States. A group of Government officials write for the book on the subjects of National parks—our outdoor classrooms—Training the Indian youth for citizenship, Good roads the best first aid to schools, Government instruction in life saving, and Uncle Sam's school for business men.

**GREAT BRITAIN. BOARD OF EDUCATION.** Consultative committee. Report of the Consultative committee on differentiation of the curriculum for boys and girls, respectively, in secondary schools. 2d impression. London, H. M. Stationery office, 1923. xvi, 193 p. tables. 8".

The question whether greater differentiation is desirable in the curriculum for boys

and girls, respectively, in secondary schools is investigated in this report. The inquiry is based on a historical survey of the development of the secondary school curriculum in England down to the beginning of the present century, followed by a description and evaluation of the existing system of secondary education. The physical and mental constitution of boys and girls and the appropriate social functions of the sexes are next considered. The committee notes that a stage in the development of secondary education has now been reached in which it is seen that equality does not demand identity, but really depends upon a system of differentiation recognizing the peculiar talents of each sex. A policy of freedom is recommended in that boys and girls have a large choice of subjects and teachers a wide latitude in directing the choice of subjects.

**NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.** The twenty-second yearbook. Parts I-II. Bloomington, Ill., Public school publishing company, 1923. 2v. 8".

Part I of this yearbook is on English composition—its aims, methods, and measurement, by Earl Hudelson. Part II deals with the social studies in the elementary and secondary school, and was prepared under the direction of H. O. Rugg by 13 collaborators. The papers included discuss the situation and the need, types of reorganized courses in the social studies, and how the new curricula are being constructed, and finally present a critique of methods and results of reorganization. The yearbook was edited by G. M. Whipple, and was discussed at the Cleveland meeting of the National society, February 24 and 27, 1923.

**O'SHEA, M. V.** Tobacco and mental efficiency. New York, The Macmillan company, 1923. xx, 258 p. Plates, charts, tables. 12".

The committee to study the tobacco problem, comprising about 60 members, was organized in 1918, with the object of collecting and publishing scientific data regarding tobacco and its effects. The committee has aided Prof. O'Shea to investigate the effects of smoking tobacco on the intellectual processes, by means of tests carried on in the psychological laboratory of the University of Wisconsin. These tests show that, taking a large number of individuals, tobacco will slow down and disturb the intellectual processes of the majority of them. The laboratory data yield no answer to the questions whether tobacco strengthens or weakens creative ability, whether it improves or injures judgment. In the case of immature persons, principals and high school faculties uniformly testify that tobacco is a detriment to scholarship, and school records studied over a long time corroborate this testimony.

**A school in action.** Data on children, artists, and teachers. A symposium; with introduction by F. M. McMurtry.

New York, E. P. Dutton and company [1922] xiii, 344 p. charts. 12".

In order to avoid the interruption in the systematic mental training of young children caused by the long summer vacation of the schools, the Bird school, of which the work is described in this volume, was established by Mrs. Arthur Johnson on her country estate near Peterboro, N. H. The school provided instruction during the months of July and August for the children of the founder and for those of her summer neighbors, and for a small group of the Peterboro village children. Creative workers in music, literature, and art were engaged to teach the pupils. This experiment aimed to unite the arts, communicated as in the old world by teachers who themselves were makers, the study of nature, and the processes of the mind, with the modern method of child study which insists upon freedom of self-expression. Educational and psychological tests were emphasized and are fully reported.

**STARR, WILLIAM E.** Every teacher's problems. New York, Boston [etc.] American book company [1922] 368 p. 12". (American education series. G. D. Strayer, general editor.)

A number of groups of typical problems are here presented, each problem being followed by an account of its solution in which teachers, principals, superintendents, and parents take part. Each series of problems is accompanied by a statement of the general principles involved. The problems presented relate to discipline, subject matter, method, variations in ability of pupils, economy of time, health; relationship with supervisors, with administrative officers, with other teachers, and with parents; and professional growth. The final chapter deals with the teacher as problem-solver, including recognition of problems and the problem method of teaching.

**WHEELLOCK, CHARLES F.** Secondary education. Report for the school year ending July 31, 1919. Volume 2 of the sixteenth annual report of the State department of education. Albany, The University of the State of New York, 1922. 592 p. plates, tables. 8".

The appendix to this volume, pages 83-270, contains a monograph on the historical development of the New York state high school system, by Walter J. Gifford. This article is intended finally to be included in a projected revision of Hough's Historical and statistical record of the University of the state of New York.

**WRIGHT, LOUISE C.** Story plays. New York, A. S. Barnes and company, 1923. 127 p. front., illus. 8".

Out of a long experience in supervisory work with teachers and children in their games and story plays, the author has prepared this book for teachers desiring practical help in teaching story plays.

School children in the town of Russia, N. Y., will plant trees on a 10-acre piece of ground which a farmer of the district has given to the school authorities for reforestation.

## Differentiation of Curricula Between the Sexes

(Continued from page 193.)

one of a no less ready recognition of similarities at all times and in all places in which they are to be found.

Our inquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which an educational policy may readily be based. We have encountered a number of facile generalizations about the mental differences between boys and girls; we have found few, if any, which we were able to adopt. Again and again we were assured by our witnesses that one boy differed from another, and one girl from another, even more than boys differed from girls; and we could not but notice that a superiority which one witness claimed for boys might be vindicated by the next witness for girls. Men and women have existed for centuries; but either sex is still a problem to the other—and, indeed, to itself; nor is there any third sex to discriminate dispassionately between the two.

### *Differences Should Not Be Assumed*

As psychological study develops, and as statistical inquiries and data are multiplied, it may be possible to attain some tangible and valid conclusions. In the meantime it is the part of wisdom neither to assume differences nor to postulate identity, but to leave the field free for both to show themselves. Let boys and girls have a large choice of subjects, and teachers a wide latitude in directing the choice of subjects—such is the policy which we would advocate. It would be fatal, at the present juncture, to prescribe one curriculum for boys and another for girls. We would prescribe as little as possible for either, because we are anxious that both should be free to find and to follow their tastes, and because we desire that the teachers of both should be free to aid and guide the development of their pupils.

It is accordingly a relaxation of requirements and an increase of freedom of choice that we advocate, alike for the period of studies leading directly to the first school examination and for that leading to the second. If such freedom is granted, we look forward to a time of progressive experiment in which teachers will seek with vision and with courage to provide the course and use the methods which will best suit the capacities and the tastes of their pupils. And if progressive experiment is attempted, it will provide naturally and correctly the detailed answer to the

question which at present we can only answer by advising that freedom should be given for such experiment.

### *Aesthetic Capacity Has Been Stunted*

In the second place, we feel that, alike for boys and for girls, there has been a stunting of æsthetic taste and capacity owing to the concentration of attention upon the studies of the dry intellect. Education is not only a preparation for the doing of work; it is also a preparation for the spending of leisure, which, if it is less in amount, is perhaps no less in importance than work. Nothing can conduce more to that right spending of leisure, which means so much for true happiness, than an eliciting and training of the gift of æsthetic appreciation. We believe that boys, no less than girls, would profit if such recognition were given; but recognizing as we do that, whether from tradition or from innate taste, the æsthetic interest is strongly marked in girls we would urge that the provision of fuller facilities for its development might bring such a liberation and an enhancing of capacity as would affect the whole standard and character of the work done in girls' schools.

In the next place we desire, in view of the medical and other evidence which we have received, to plead that the pace of education in girls' schools should be carefully adjusted to the strength and the opportunities for study which may be presumed of the average pupil. We are not arguing that a special consideration should be paid to a "weaker sex, or that a lower standard of achievement should be expected from girls than that which is expected from boys. Under the same conditions of health, and granted the same freedom from other demands on their time, there is every reason to believe that girls can match the achievements of boys when they enjoy the same training. But the conditions of health are not the same, and the freedom from other demands is much less for girls than it is for boys.

### *Girls Require Shorter School Hours*

Girls are liable to seasons of lowered vitality, in which nervous fatigue is serious; and they have a part to play in the home and its duties which can hardly be shirked, even if its effects on their studies may be deprecated. If, under such conditions and amid such distractions, the pace of education in girls' schools were made to keep time with that set in schools for boys, it is obvious that girls would, in effect, be required to do still more than boys in order to remain on a level with them. We have only to state the requirement

in order to show its injustice; and in the cause of justice and equality between the sexes we may thus suggest that, for many girls, a later age for passing examinations, and, for all girls, a shorter period of school hours, are imperatively necessary.

Finally, we venture to suggest that the increasing esprit de corps in school life and the growing tendency to organize and emphasize all school activities are modern developments which stand in need of criticism and control, more particularly in girls' schools. The standard of conscientious performance of duty was never higher among teachers than it is to-day; but the very height of the standard of teaching may perhaps involve risks for the taught. The school may displace the family from their affections; and, again, it may check what it is meant to foster—the full and free development of individual initiative and vigor. The special danger of girls' schools is that they may become excellently organized and conscientiously loyal groups composed of mediocre and uniform units. Conscientiousness is a virtue, but in the world of education it may also be a vice, alike in the teacher and the taught.

Efficiency is a precious thing, but spontaneity is a very precious thing. In the early pioneer days of woman's education spontaneity and vigor sprang from a constant struggle with difficulties. The passing of those difficulties is itself a difficulty for the present generation. It would seem the saddest of paradoxes if the education of women should lose its vigor in the day of highly trained teachers, all working assiduously, with a vastly improved equipment, among a multitude of textbooks. But we need not anticipate such a paradox. Teachers will do much—very much—for the sake of their pupils; they will give themselves abundantly and unstintingly. But there is a time to withhold as well as a time to give; and as they come to learn its necessity, teachers who can give will know also when and how to withhold.

## One-Room Schools Are Disappearing

One-room schools are becoming rare in Massachusetts as consolidated schools increase in number, according to Burr F. Jones, State supervisor of elementary education. Less than 2½ per cent of the pupils enrolled in the day schools of that State are in one-room schools. Nearly 100 such schools have been abandoned in favor of consolidated schools since 1919, when a survey of one-room schools was made by Mr. Jones.



## Educational Service of a Great Museum

*Collections Are Loaned to Institutions in All Eastern States. Expert Guidance Furnished Visiting Students*

EDUCATIONAL institutions in all States east of the Mississippi may borrow from the Metropolitan Museum of Art, New York City, collections of lantern slides, mounted photographs, post cards, maps and charts, casts, textiles, lumière plates of stained glass, coins, paintings, and facsimiles of prints. Besides architecture, sculpture, and painting, the slides represent the minor arts, musical instruments, manuscripts, etc., covering broadly the various periods of art from early Egyptian to modern American.

The use of the lending collections is a part of the educational service offered by the museum to public and private schools. This service includes also lectures at the museum and at the schools, expert guidance for students visiting the museum, story-telling for children, and help of many kinds for teachers. Although small fees are usually charged for many of these services, they are all free to the public schools of the city. For work with elementary schools, 64 new groups of 1,426 lantern slides have been provided during the past year. These slides illustrate lectures given by the four instructors on the staff of the museum. Three classrooms are equipped for this work at the museum, and the lectures are usually given there, but sometimes a lecturer goes to a school, taking slides, lantern, and operator, and presents the lecture in the school assembly.

### Organized Course for Teachers

Not only the elementary schools benefit by the museum's work. Lectures are given for students of high schools, normal schools, and trade schools, as well as for groups of teachers. An organized course requiring several years to complete is given for elementary-school teachers, intended primarily for teachers whose schools are too far from the museum for the classes to visit it. Synopses of the talks and selected sets of slides are provided for teachers who attend the course, so that they can pass on to their pupils the advantages of the museum. Besides the organized course, short series of talks for teachers are given on subjects of general interest.

Teachers of history, fine arts, industrial arts, and other subjects find material for their work in the museum library of more than 39,000 volumes cov-

ering varied subjects related to art from the earliest times to the present and in the collection of 50,000 mounted photographs which supplement the library's work. These books and photographs may be used in the library or in the classrooms of the museum. Selected groups of photographs have been prepared for lending to schools, more than 3,000 being now available for this purpose. Study rooms containing duplicates and surplus collections not on exhibition in the regular galleries are open to all students without charge.

A children's bulletin, describing the collections in story form, is issued quarterly. Stories are told for children at Sunday "story hours."



## Congress of Mothers and Parent-Teacher Associations

To study child welfare in all its phases, the National Congress of Mothers and Parent-Teacher Associations held its twenty-seventh annual convention at Louisville, Ky., April 23-28. Round table conferences were held on such subjects as child hygiene, home education, recreation and social standards, kindergarten extension, and better films. Mr. George Colvin, State superintendent of public instruction, Kentucky, spoke on the rights of the child in a democracy. The economic value of education was discussed by Dr. William E. Clark of Memphis, Tenn. Dr. John J. Tigert, United States Commissioner of Education, also addressed the convention.



## "Schoolmen's Week" Successfully Observed Again

Pennsylvania educators and others interested in the advancement of education in Pennsylvania and neighboring States held their tenth annual "Schoolmen's Week," April 12-14, at the University of Pennsylvania. Rearrangement of school districts, grouping by abilities in secondary schools, the junior high school, and the State program for teacher training were among the subjects discussed at the various meetings. Harlan Updegraff, professor of educational administration, University of Pennsylvania, was chairman of the general committee which arranged the conference.



The Constitution of the United States must be taught in all public and private schools of Idaho, beginning with the sixth grade and continuing through all of the higher institutions, according to a law passed recently by the legislature.

## Offers Special Courses in Neuropsychiatry

*Veterans' Bureau Trains Physicians as Specialists in Mental Diseases. Eminent Instructors and Favorable Conditions*

TO PROVIDE expert attention for veterans suffering from nervous and mental diseases, the United States Veterans' Bureau offers a four-month course in neuropsychiatry for a limited number of physicians who intend to continue in the service of the bureau for at least two years after completing the course. The main part of the course is given at St. Elizabeths Hospital, the Government institution for the insane at Washington, where 4,000 patients are receiving treatment, and the students have the opportunity for practical work with these patients. Case histories of more than 20,000 discharged patients are also available for study. All classes of nervous and mental diseases are represented in this hospital; other public hospitals of Washington provide clinics for the study of milder types of these diseases.

A systematic and comprehensive course has been carefully outlined. It consists of 186 lectures and demonstrations and about 430 hours of clinical and laboratory work. The instruction includes the necessary reviews of the fundamentals, followed by clinics and lectures on the various forms of mental and nervous diseases and on endocrinology. Special attention is given to diagnostic methods, the general care of patients, and methods of treatment.

General problems of hospital administration, medico-legal questions, psychometric examinations, and other related matters are dealt with in the course. Lectures are given by members of the staff of St. Elizabeths and by representatives of the medical departments of the Army, the Navy, the Public Health Service, the Veterans' Bureau, and the Department of Agriculture. Besides the regular lecturers, a number of other eminent neurologists and psychiatrists come from various parts of the country to speak on special topics.

It is expected to give this kind of course twice a year as long as the bureau's need for specialists in this work continues. Every applicant must show that he is qualified for this work and must sign a statement that he intends to continue in the service of the bureau for at least two years. Students receive a salary of \$166 per month while taking the course. Upon satisfactory completion of the course they are eligible to appointment at a salary of \$3,000 a year or more.

## Well Equipped for Music Instruction

*Eastman School of Music, University of Rochester, Furnishes Unusual Facilities. Special Provision for Organ Practice*

COMPLETE provision for instruction in music is made by the Eastman School of Music, a department of the University of Rochester, in a special building which will accommodate 2,000 students. No pains have been spared to make the building beautiful, as well as perfect in acoustics, in ventilation and lighting, in equipment, and in adaptation to various types of instruction.

### *Auditorium Is Heart of Building*

The heart of the building is Kilbourn Hall, a small auditorium, seating 500, for recitals and chamber music. It is a beautiful room of perfect acoustics, provided with a large four-manual organ and full-stage equipment for concerts, dramatics, or motion pictures. It is approached by two grand corridors, the one on the first floor being the main entrance to the school and the one on the second floor serving as a special promenade or reception hall for guests at concerts. This corridor is reached by a marble stairway, and on the walls are paintings by famous artists. These pictures are from current exhibitions of the memorial art gallery of the university and are changed from time to time.

Both of these corridors connect directly with the Eastman Theater, which when finished will be used for motion-picture performances most of the time, and once a week for concerts by orchestras and visiting artists. This theater seats 3,400 persons. The inscription over the entrance reads, "Erected MCMXXII for the enrichment of community life." An orchestra of 50 pieces and one of the largest and finest organs in the country will supply the music for motion pictures.

### *Combine Academic Work with Music*

Four groups of students are served by the school. The first group consists of candidates for the degree of bachelor of music, who take the equivalent of one full year in the college of arts and science beside a full and exacting course of training in music. Forty-three candidates for this degree are enrolled. The second group consists of candidates for Eastman Music School certificates, who are given work in music closely parallel to that done by the candidates for the bachelor's degree, but who do not take work in the college of arts and science. Both of these groups must have had a preliminary education equal to that which is required for admission to college. Forty-three students are pre-

paring for the degree and 62 for the certificate. The third and fourth groups constitute the majority of students, and include, respectively, young people who are not yet ready for college and special students who are not taking the full course but are studying for advancement in work with some special instrument or with the voice. College preparatory work is not required of these two groups.

Many pianos have been placed in the studios, and excellent organ equipment has been furnished, including two 3-manual organs and nine 2-manual practice organs, beside a special organ for persons studying for positions in motion-picture theaters.

## Commercial Education Conference at Columbia

School opportunities and business needs were considered at a commercial education conference held by the United States Bureau of Education in conjunction with the State Teachers' Association of South Carolina, at Columbia, April 12. Among the speakers were Edwin C. Wade, superintendent of schools, Florence, S. C.; A. J. Thackston, superintendent of schools, Orangeburg, S. C.; W. D. Melton, president, University of South Carolina, and George E. Olson, dean, school of commerce, University of South Carolina. The chairman of the conference was Glen Levin Swiggett, of the United States Bureau of Education.

## Discuss Proper Use of Motion Pictures

*Committee of National Education Association Meet Representatives of Motion Picture Producers and Distributors*

TO STUDY the use of educational motion pictures, a committee of the National Education Association, headed by Dr. Charles H. Judd, dean of the school of education, University of Chicago, met recently with representatives of the Motion Picture Producers and Distributors of America. The latter organization has recently contributed \$5,000 through Will H. Hays, director, which will be used in studying the several phases of the problem of instruction through the use of films.

The committee will prepare a specimen pedagogical film, and will examine the various films now in the vaults of the distributors to find out what parts of them are suitable for use in schools. It is expected that it will be possible to re-edit and revise many of these films so that they will be suitable for instructional use. An inquiry will be made into the procedure for distribution of films now followed in various cities, and a man will be employed to visit cities in which the plan for distribution is successfully operated, so as to collect the best ideas for carrying on this work.

### *Methods of Teaching by Films*

How to use motion pictures to best advantage for teaching purposes will be the subject of careful study, so as to decide such questions as whether the pictures should be shown to pupils before, during, or after recitations. The committee will also consider various school subjects to determine which topics will give the best results when taught by the motion-picture method.

Since conditions in schools are different from those in commercial theaters, educators interested in the use of motion pictures are favoring a change in the present laws that will allow teachers to operate the motion-picture machines instead of requiring licensed operators. It was stated at the meeting that a proposed uniform law on this subject has been prepared and that its passing will be urged before several State legislatures next year. In this connection the necessity of making machines that can be operated by teachers was considered.

In a discussion of the high cost of motion pictures in schools it was suggested that, as a measure of economy, schedules should be prepared for routing films, so that every educational film would be in use virtually all the time.

## PRINCIPAL ARTICLES IN THIS NUMBER

- Differentiation of Curricula Between the Sexes - - - - -  
- *British Consultative Committee*
- Door of Educational Hope Opened to Thousands - *Charles G. Maphis*
- Massachusetts Survey of Higher Education - - - - - *George F. Zook*
- A London Experiment in Dilution - - - - -  
- - - - - *A London Correspondent*
- Organization of Public Instruction in Hawaii - *Vaughan MacCaughy*
- Practical Physical Education Program - - - *Dorothy Hutchinson*
- "Book Review Days" for Eighth-Grade Pupils - *Ruth M. Paxson*
- Inter and Intra Institutional Athletic Activities - - - - -  
- *Elizabeth Burchenal, Chairman*
- Value of Parent-Teacher Associations - - - - -  
- - - - - *Laura Underhill Kohn*
- The Teaching of Modern Languages in Holland - - - - - *P. A. Diels*